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Winter 1988

## Maine, Volume 69, Number 1, Winter 1988

University of Maine Alumni Association

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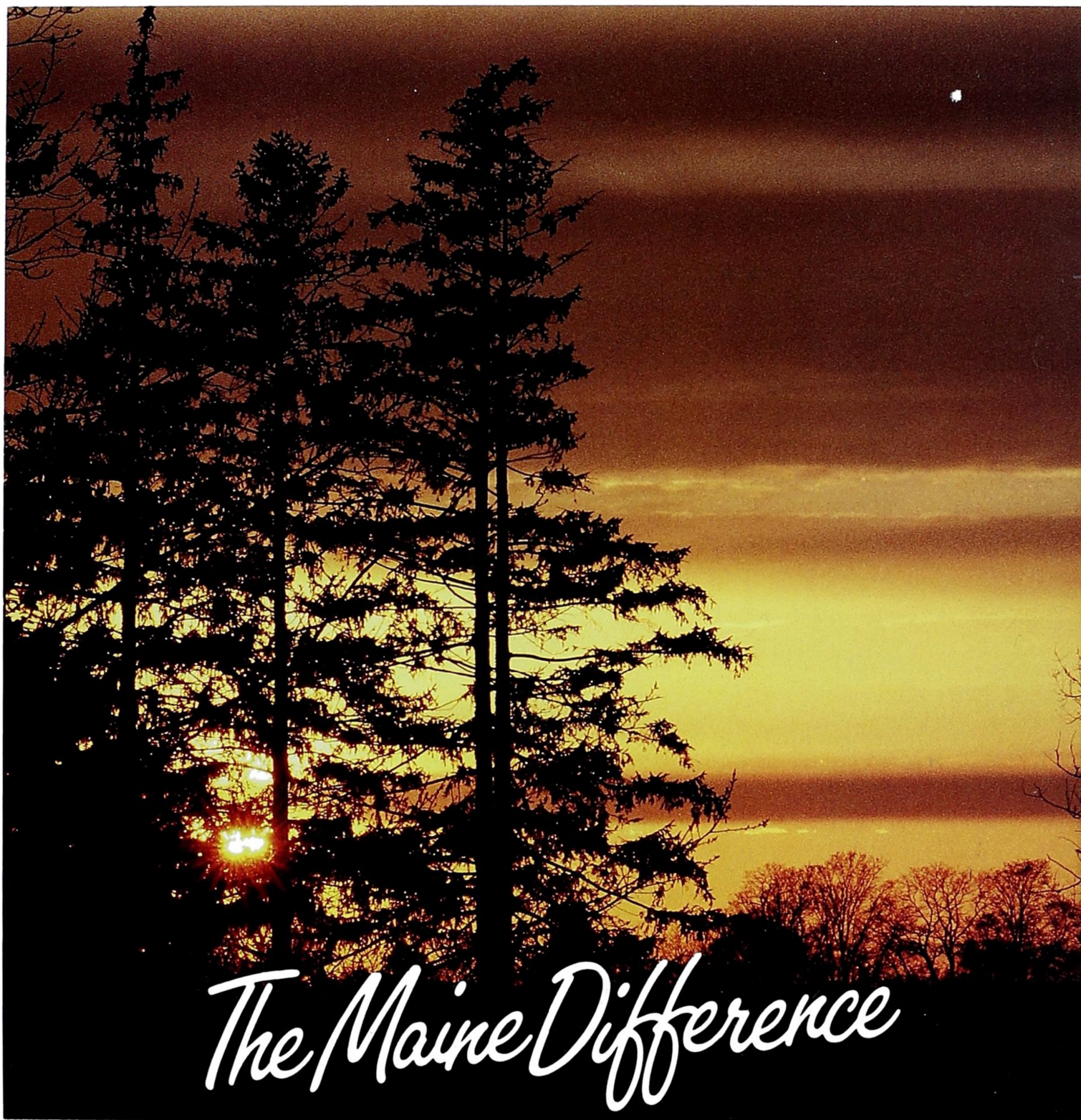
# MAINE

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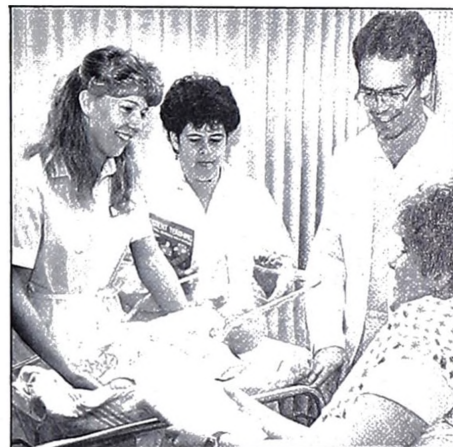
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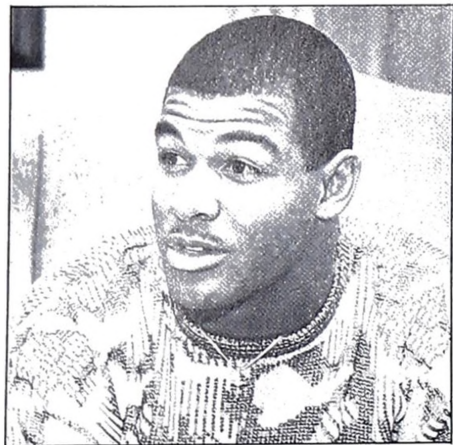
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# LETTERS

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## Bruce Staples '66 was that "Bruce somebody"

I enjoyed your Spring '87 MAINE magazine and the Vietnam War articles. I was particularly surprised to recall a flashback.

I was the "Bruce somebody flying cargo aircraft" that Jim Butler recalled in his "Remembrance of a Real-Life Hero." At the time, I was flying C-133 "Cargo-masters" for the Military Airlift Command (MAC), later to serve my 365 days "in-country" flying a rescue helicopter. I remember Jim catching a hop with me from Cam Ranh Bay to Da Nang.

I am proud to share a special kinship with the Maine veterans apart from all of the "band of brothers" who served their country in the Republic of Vietnam.

Bruce W. Staples '66  
Eliot, ME

## International lawyer remembers Canadian- American Center's start

I read with some nostalgia the article "The Canadian Connection" in the MAINE, Fall, 1987 issue. The article noted that Maine's Canadian-American Center, which marks its twenty-year anniversary this year, had its beginnings in a bare room at the University of Maine's Fogler Library. As an undergraduate student at the university, my work study job in 1965 was to search through the library's volumes for Canadian library resources for that first Canadian studies room at the Fogler Library.

That rather inauspicious task in a way marked my own introduction to cross-border transactions. I am now an international tax lawyer with clients around the world, including Canada.

Paula Noyes Singer '66  
Brookline, MA

## Reactions to Dr. Lown

Dr. Bernard Lown, subject of your lead article in the Fall issue, is admittedly a Nobel Prize winner and an eminent cardiologist. But in my opinion he is living in a dream world if he believes that Gorbachev is (to use his words) "a nice guy." Dr. Lown seems oblivious to the fact that Gorbachev's policies have led to the death of a million people in Afghanistan, to the dismemberment of

hundreds of thousands of Afghan children tricked into picking up boobytrapped toys which blow their hands off, and to the adoption of forced re-location policies by the puppet Marxist government of Ethiopia that has caused at least a million people in that country to starve to death.

Twenty-six hundred years ago the prophet Jeremiah spoke of those who cry "Peace, Peace" when there is no peace. And Alexander Solzhenitsyn has precisely identified the problem. What is needed to preserve human dignity is a political climate where people do not force you to be in slave labor battalions, a world where one may speak his thoughts without fear of being sent to Siberia, a world where people may be free to emigrate to a land of their choice . . . even as Dr. Lown's family did in 1935. Today's Berlin Wall is a communist Russian idea.

Dr. Lown ridicules the idea that the Russians might wish to conquer the United States. Can he point to any evidence that is persuasive that they have perhaps renounced their declared goal of bringing the whole world into the Soviet orbit?

Dr. Lown believes that we should "ascribe to others the same common sense and decency with which we think." Presumably he feels that the Russian Marxists, who have never renounced their declared hostility toward the free enterprise system of the West, have the same value system as the Christian West. Again, I believe that he is living in a dream world.

The United States has been very good to Dr. Lown. I pray that God may open his eyes. Does he really believe that the West could defend itself against the hordes of Asia with conventional weapons? Does he really believe that the people of his native Lithuania enjoy living under the "peace" imposed upon them by Gorbachev and his ruthless cronies?

Harvey Lord '51  
Watervliet, MI

Well done to MAINE magazine for your outstanding interview with Dr. Lown. The questions were concise and cut to the essence of what this man has worked so hard to accomplish. The article was the most significant I have read all year and carried a message for every American citizen. Much has probably been written about Dr. Lown, but I would like to say that his words show a complete concern and commitment for the human plight. It is the concern of a physician— one that most of us unfortunately do not share, especially our statesmen.

Robert F. Sikorski '83  
Yardly, PA

P.S. Lown for President?



## Nostalgic for Wells' Rice Crispy Squares

Does Wells Commons still make those wonderful Rice Crispy squares, the ones with butterscotch, or peanut butter, or maybe it was both? They were sensuous, if food can be that. Lynn, now my wife, used to sneak one out for me whenever they were served. But, having to guess at the ingredients, we've never been able to duplicate them at home. If it isn't a secret, could you publish a downsized version of the dining services' recipe?

Evariste Bernier '80  
Freeport, ME

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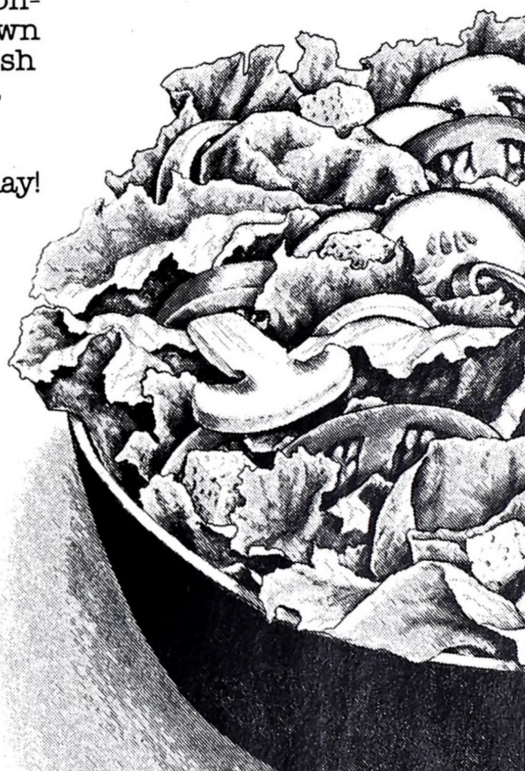


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## The Legislature Takes a Look at the UM Foundation

In 1982, the University of Maine System divested from all corporations that conduct business in South Africa. But the University of Maine Foundation, an independent group that solicits and invests money for the university, refused to divest. It became the only entity in the state using the University of Maine name that

had not divested its holdings in South Africa. That decision has resulted in student protests, frustration among some university administrators and trustees, and a developing confrontation with the Maine Legislature that seems headed for a resolution this spring.

The foundation got its start in 1934,

when the university perceived a need to raise and manage private funds for the benefit of the institution. Then UM president, Dr. Harold S. Boardman, wanted to provide a vehicle for endowment that was not bound by the legal restrictions of the university. The legislature issued a charter establishing the foundation as an independent, nonprofit, tax-exempt organization. It is that independent status, in the wake of the divestiture controversy, that concerns an increasingly large number of people.

One concerned group that has taken action is a subcommittee of the legislature's Audit and Program Review Committee. In September, they voted to recommend that the charter of the foundation be revoked.

"The original legislation does not say that, at the pleasure of the legislature, they may revoke it."

"It is not our intent to dissolve the foundation," said one of the subcommittee members, Mary-Ellen Maybury, R-Brewer. "The foundation provides scholarships for students as well as many other wonderful things. But the legislature and the UM System want divestiture. If the foundation is raising money for the system by investing in South Africa, then it is not in line with those wishes. The committee felt that if a group is raising money for the UM System, there should be some accountability to the Board of Trustees (BOT)."

According to Thomas Harper, executive director of the foundation, the group's assets total about \$17 million. It is not exactly clear how much of that total is invested in South Africa, but estimates range from \$1.5 to \$2 million.

Although South Africa is the impetus for the debate, the controversy heating up in the legislature centers around the

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Ed Smith '50
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state's power to revoke the foundation's charter. Many in the legislature feel that body does have the power; the UM Foundation thinks it does not.

"In the opinion of our lawyers, the legislature does not have the power to withdraw a charter," said UM Foundation President, Christopher Hutchins. "The original legislation does not say that, at the pleasure of the legislature, they may revoke it. They have a lot of things they are dreaming about doing, but there is no proper place for a review of the foundation under the 'sunset laws'."

The "sunset laws" that Hutchins refers to require the legislature to review state agencies and organizations every 10 years. It was the 10-year review of the UM System that prompted the legislative subcommittee's action regarding the foundation.

Hutchins defends his position by pointing out that the foundation receives no funds from the state, and thus is out of the realm of review by the legislature.

Others in the legislature have a quite different opinion. "What the legislature enacts, it can repeal," said one staff expert. "We have checked the question out and the foundation is wrong." And while this staffer conceded that the foundation does not come under review, she added that the audit committee has a right to make any recommendations that relate to the structure of the University of Maine System.

Maybury goes a step further, insisting that since the foundation carries the University of Maine name, and raises funds that go directly to the university, it is a proper part of the review process.

If the legislature is right and the charter is revoked, it will not mean that the foundation would dissolve or even that it would automatically divest from South Africa. It would most likely mean that the foundation would reorganize and function as an affiliated support group to the UM System. Presumably, this would mean that the foundation would have to follow guidelines for investment that were compatible with the policies of the UM System BOT.

In September, the BOT drew up new guidelines governing any "private group that uses the university's name to solicit funds from the public for the university." The policy also states that "the investment practices of affiliated foundations will follow the policies established by the board of trustees." Currently, the UM Foundation is exempted from these guidelines, but if its charter is revoked and the foundation reorganized under the UM System, it would be bound by them.

The subcommittee's recommendation is likely to go to the full audit committee

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in January. After that, according to Maybury, there will be public hearings on the issue in March or early April.

"We will encourage input from anyone interested in the issue at those hearings," said Maybury, "including the UM Foundation."

"What the legislature enacts, it can repeal."

But for now, Maybury says, the foundation has refused any formal contact with the legislature on the issue.

As the debate unfolds, some questions need to be addressed. Are there still important reasons why the foundation needs to be independent? Would divestment adversely affect the foundation portfolio? And finally: Should an organization carrying a university's name be responsive to the values and desires of the institution it was founded to support?

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# Only Pat's Pizza Hasn't Changed

by Sandy Phippen

I don't know what's changed more over the last twenty-four years: my alma mater or me. We're both physically bigger and more worldly, more prominent and more in the news. Yet, the essential "Maineness" is still there; or at least I like to think it is.

In the fall of 1960, I entered the University of Maine as a freshman, and there was never a freshman more freshman than I. From the small, rural coastal town of Hancock, I had seen only one city bigger than Bangor, and that was Quebec City on a high school French club trip; and up to the age of 18, I hadn't even seen Bangor more than a dozen times.

I sat in my first college class (Modern Society with Edgar McKay) in room 115 of East Annex, the very same room where I taught my first college class (Writing Fiction) this past fall of 1987. That fact alone still gives me pause. A mere coincidence, or part of the great cosmic pattern we sense but cannot hope to understand?

Strange, haunting things like that have been happening to me since assuming the position of Assistant Professor of English for this school year. I keep seeing ghosts everywhere from my Class of '64, and find myself walking after class some days back towards Gannett Hall, where I lived for four years. I discovered there's a new security system there now, even though it's still an all-men's dorm, one of the very few left on campus. It's startling to me to see males and females living together in the dorms.

On the surface, the most obvious changes include the fact of a few thousand more students, more black and foreign students among them, and probably more women. Thus, there are also more cars and parking problems. Freshmen can even have cars now, and many more students live in apartments. Computers, in place of slide rules, are everywhere; there are more colorful course offerings; and there's a bar in the back of the Bear's Den. The campus, except for the Bear's Den, is better-lighted; the field house floor is no longer dirt; and there's a swimming pool where I used to go with



## Sandy Phippen, a natural writer

Sanford Phippen '64 says he always knew he had a knack for writing. In fact, it might be said that his professional writing career began at the end of the seventh grade at Hancock Grammar School in 1955, when he won the second prize of \$3.00 for a report on Abraham Lincoln.

Phippen says he became more convinced of his writing ability when he saw his former composition professor, Ted Holmes, laughing at one of Phippen's humorous stories about his relatives in Eastern Maine.

"He told me, 'you've got a book in you,'" says Phippen.

His stories about his hometown were so well received that everyone encouraged the young author to write about Maine. "But I didn't want to write about Maine," Phippen says. "I was trying to get away from it."

He did get away for a while, to Syracuse University for a master's degree in English.

But he found that, as he continued to write, his best stories carried him back to his childhood days in Maine.

Many of Phippen's Maine stories eventually came together in *The Police Know Everything* (Puckerbrush Press, 1982) a book which has enjoyed considerable success and is now in its seventh printing. The book is an example of the "real Maine" genre, and although some of the stories are humorous, others cover the grim and often hidden problems of child abuse, homosexuality, and alcoholism.

Phippen's works have appeared in many newspapers and magazines including *The New York Times*, *The Ellsworth American*, *Maine Alumnus*, *Maine Life*, and the *Bangor Daily News*.

Phippen is currently working on a novel, a children's book, a film and a second book of short stories which is due out in March.

all the other male students to Army ROTC classes. Fernald Hall, which used to be the bookstore, is now the "soup kitchen." *The Maine Campus* is published daily instead of weekly, the library is twice as large, and not as many men students are seen wearing green ROTC uniforms, which are now more apt to be Air Force blue. Professors dress much more casually than they used to. Women students are as free to come and go as the men, there's a gay-rights group, and other organizations for Indians and minority students. The semesters are shorter and things seem more rushed. There are many and more

famous visitors to campus these days, practically every week. The Maine Center for the Arts and the Alfred Arena (there was no hockey team back in the 1960s) have changed dramatically the life of the University of Maine. From ten-cent movies shown on the wall of the Bangor Room (sometimes we went both Friday and Saturday nights), we now have a choice of three theaters and a continuous variety of productions and concerts. The freshmen do not wear Maine beanies and no one practices saying "The Maine Hello" to strangers any more. Skip Chappelle was playing basketball in my



day, and not coaching. Sadly, there is more vandalism and more drug usage now.

However, two things haven't changed a bit, as far as I can tell: Pat Farnsworth and Pat's pizza.

It's startling to see the names of men one remembers well now adorning buildings, some of them new. I can put faces and presences to such names as Joseph Murray, the Dean of the College of Arts and Sciences when I was a student; Mark Shibbes, Dean of the College of Education; Clarence "Squeaky" Bennett, the popular physics professor; and Dr. Lawrence Cutler, a wonderful doctor, and one of the finest and most inspiring men I've ever known.

Every now and then, in and out of my classes, I meet a student with a certain pronounced accent and a shy air about them that gives me the shock of recognition; and I remember in nostalgia and delight what it was like to be a freshman from a Maine town of less than a thousand people thrust into a university community of over seven thousand, living in a dormitory full of people from the cities and suburbs who didn't speak the same language or look at the world the same way. It was a great emotional, social, and cultural shock back in 1960; and I'm sure for some it still is today.

During my senior year of 1963-64, the major event occurred on Saturday, Oct. 19, 1963 when President Kennedy came to the university to speak. It was a great day listening to and being with the President; and because of the joyousness of that occasion, his assassination a little more than a month later was made even more horrible for us here at Maine. In the spring of '64, when I was doing my student teaching at old Bangor High School, I, along with most of the other males in my class, had to report for our Army physicals. Many were drafted, and ended up in Viet Nam. I ended up in Syracuse amidst the turmoil involved in integrating the schools.

My education at the University of Maine was basic and traditional; but all, except one, of my instructors were competent, and a few were great and inspiring teachers who helped give my life purpose and direction.

At graduation in June 1964, I remember, while searching for my place in the "P" section at the Bangor Auditorium, running into my freshman professor Edgar McKay, who greeted me by saying, "Graduating, huh?"

"Yes," I said, "but I don't know anything."

"Well, if you know that," he said, "then I'd say we'd done our job."

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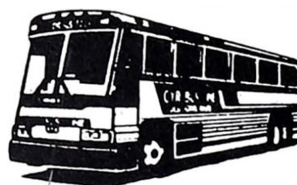
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Max Burry '57

### Max Burry is New UMAA Director

**H.** Maxwell Burry, Jr., a 1957 University of Maine graduate, will assume the duties of executive director of the University of Maine Alumni Association on January 4, 1988.

Burry will be leaving his current position as Area Operations Manager for Southern New England Telephone in Connecticut, where he has worked since his graduation from the university. He is moving to the Orono area with his wife, Marge '59. The Burrys have three children, Ted, Susan, and Sally.

"I'm delighted to have the opportunity to return to Maine," Burry said of his new job. "My wife and I have strong connections to the state and to the university. I feel that I am joining a school that is really on the move. And the Alumni Association has played an important role in the success of UM by building a strong bond between thousands of alumni and their alma mater."

Burry replaces Robert J. Holmes, Jr. who was appointed vice-president for university development in September.

Michael Crowley '81, the Alumni Association Annual Fund director, served as interim executive director while the search for a permanent replacement was underway.

### Bookstore Under Expansion

**A** \$2 million expansion project which will more than double the existing space in the University of Maine Bookstore began in September.

The building program will be financed with \$900,000 from a reserve account and \$1.1 million to be repaid from bookstore income over a 10-year period.

Thomas Cole, UM director of Facilities Management, said the project is designed to "consolidate the operation" with the Textbook Annex which is at a separate location, and meet space needs by adding 10,402 square feet to the existing 8,592 square feet. "It is an inefficient operation at two locations," he said.

The project will increase the floor space to 18,994 square feet with additions on both the north and south ends of the existing bookstore, and provide for remodeling the existing facility, the director said.

The project also will include plaza decks, gathering plazas for students, a new entrance to Hauck Auditorium on the south end, two skylights, landscaping and more accessibility for the handicapped. "There will be functional and very aesthetic areas on both the north and south ends. We're doing a lot outside. I'm really pleased about that," Cole said.

Sharon Cole, building committee chairperson and bookstore manager, said the existing UM Bookstore was "built to handle 4,000 students." She

said the expansion will provide "additional space to operate. It will be easier on the students and easier on us. It is a much-needed building."

Wendy Gavett, assistant bookstore manager, said books will be more accessible to customers with the new fixtures planned for the store. The bookstore now handles about 30,000 titles.

### UM Site for 1988 SAA Convention

**T**he University of Maine will be the site of the 1988 National Student Alumni Association/Student Foundation Convention next September.

Plans already are well under way for the convention slated for Sept. 8-11 in which more than 800 representatives of student alumni groups from colleges and universities throughout the United States and Canada will take part.

The UM Student Alumni Association competed against the University of California at Los Angeles and Northeastern University at this year's convention at Clemson, S.C., for the right to hold the 1988 National Student Alumni Association/Student Foundation Convention on campus. Competition included a slide presentation and skit about UM, followed by a vote by delegation members.

The UM Student Alumni Association was established in 1976 with the primary goal of promoting the general welfare of the university and acting as a liaison to UM alumni and students.

### Rothschilds Donate Artifacts to Hudson

**A** collection of pre-Hispanic Mexican and Central and



Two artifacts donated to UM's Hudson Museum by Robert and Maurine Rothschild of New York City and Dark Harbor.



South American artifacts was recently donated to the Hudson Museum at the University of Maine by Robert and Maurine Rothschild of New York City and Dark Harbor.

The 13 pieces of ceramic, jade and copper are in excellent condition, according to Hudson Museum Director Richard Emerick, and are valuable additions to the university's existing collection.

Included in the collection donated by the Rothschilds is a terra cotta vase from the Tlatilco culture dating from 1100-500 B.C., several water vessels of the Colima culture from 500-100 B.C., and two South American pieces from the Mochica and Vicus cultures in the Andean Highlands dated 300-900 A.D. and 400 B.C.-100 A.D., respectively.

Pieces donated by the Rothschilds will be on display in the Hudson Museum, located in UM's Maine Center for the Arts, in the near future.

## Graduate School Breaks From Student Government

Graduate school students at the University of Maine broke away from the general student government last spring, and now have started their own Association of Graduate Students.

The graduate school originally joined the student government to get better representation. According to one leader of the new association, MBA candidate Jim Dearman, they had reserved the right to break away from the student government at any time. He said the move to an independent graduate student association had been under discussion for several years.

## Cheerleaders Go To National Championship

The football cheerleading squad earned an invitation to compete in the National Cheerleading Association national cheerleading competition January 3 in Dallas, Texas. The squad got an automatic bid after winning the Award of Excellence at a collegiate cheerleading camp in Baltimore in August.

Jane DeGrasse, a freshman from Orrington, ME, was also selected All-American cheerleader by NCA at the same camp. DeGrasse and cheerleading coach Lissa King are NCA instructors during the summer.

The squad of thirteen has only one male so it will compete in the all-women category. DeGrasse thinks this is an advantage.

"We won't have to compete against co-ed teams. We have a good chance against the other women, because our girls are so strong," she says.

Mike Gilbert, the only man on the team, will participate



Freshman Jane DeGrasse travelled to the National Cheerleading Association competition with the rest of the UM cheerleading squad. DeGrasse was selected All-American cheerleader by the NCA.

in most of the stunts and cheers during the competition, but won't do any of the dancing.

ESPN will tape the final round of competition to be aired at a later date.

"The interests of graduate students are very strongly academic," Dearman said. "And our needs are not always the same as undergraduates. One of our very basic needs is to increase the number and size of graduate student grants."

## New Program Receives Accreditation

The University of Maine's Medical Records Technology

Program — established in September 1984 — has received a first-time maximum three-year accreditation from the Committee on Allied Health Education and Accreditation of the American Medical Association (AMA).

With the accreditation, program graduates are eligible to take a national examination for designation as accredited record technicians, according to Susan Volpe, program chairperson and UM assistant professor of medical records technology. Among other duties, the record technician is responsible for maintaining health information in hospitals and other health care facilities. Volpe said 20 students have graduated from the medical records associate degree program since it was established.

## \$398,681 Scholarship Bequest

A \$398,681 bequest to the University of Maine from the late Helen Colburn Pomeroy, a descendant of Major Reuben Colburn Pomeroy of Pittston, will provide scholarships for UM students based on merit and need.

Pomeroy died in California on November 22, 1986 at the age of 88. She married Dr. Earl Spencer Pomeroy in 1930 and was employed for nearly 50 years in the San Francisco office of Atkin-Kroll Company, an export firm.



## UM Nursing Graduates Find it Easy to Get Jobs—But Will They Stay?

By Patricia Eaton

Every member of the graduating class of the new UM School of Nursing will be employed by February of their senior year.

But if the current trends continue, many of those UM nursing graduates are likely to change careers before too long.

"They could all have jobs by the fall semester if they wanted to make an employment decision that early," said Jean Symonds, Acting Dean of the School of Nursing.

Sue Raymond '87 got a job at Eastern Maine Medical Center in Bangor after just one interview.

"It was not difficult at all," she said.

But while nursing graduates find it very easy to get jobs, hospitals are finding it hard to get nurses. Vacancies are greater than ever due to a national nursing shortage. According to the Department of Defense, the nation is 31,000 nurses short of the number needed to handle a national emergency. The federal Department of Health and Human Services says that level will grow to 390,000 by 1990.

The shortage is forcing hospital beds and nursing schools around the country to close. The prestigious 46 year-old Boston University School of Nursing will close its doors next year as enrollment in nursing schools across the nation plunges. The number of nursing students fell from 42,000 in 1983 to 19,800 in 1986 (statistics from *USA Today*, August 11, 1987). Eastern Maine Medical Center has just enough nurses to cover its shifts. Blue Hill Memorial Hospital in Maine thought it would have to close beds last summer when three nurses left with no replacements.

Vacancies force nursing staffs of four or five to do the work of six or seven. They quickly become overworked but are not compensated for it in their pay.



With the national nursing shortage, these Maine students should have no trouble finding jobs. Left to right: Celia Jewel '89, Pat Parsons '89, Joe Brochu '89, and Paula Cyr '88.

Jane Smith, director of nursing at Blue Hill Memorial Hospital says nurses need better working conditions to give patients quality care.

"It's not safe as it is now," she says.

Part of the reason for the nursing shortage relates to the fact that it is predominantly a woman's field. As more career options for women open up, they are pursuing jobs with more professional advancement and larger financial rewards. The average starting salary for a nurse is fairly attractive, \$20,340. But the average maximum salary is only \$27,744 with a ceiling of about \$35,000.

There are reasons other than money why many nurses decide to leave after working in the field for just a few years. Some cannot handle the stress created by the long and irregular hours. Others choose a career that commands greater professional respect.

But the low pay is a major concern for most veteran nurses. In a May, 1987 editorial in *American Nursing Journal*, Mary B. Mallison, editor of *RN*, wrote, "You can't praise capitalism and competition for physicians and persuade nurses to accept the lowest-common-denominator socialism."

The health care profession has always been physician-oriented and unresponsive to nursing, according to Symonds. She says that the nursing profession has not been creative, refreshed or renewed.

Currently, a student can become a nurse with a diploma, an associate's degree or a bachelor's degree in nursing. A

commission appointed by Governor McKernan is now studying a plan that will allow for just two levels of nursing in Maine: professional and technical. A nurse entering at the professional level will require a Bachelor of Science in Nursing. Some nurses feel this is not the right time to make it more difficult to become a nurse. The college-aged group is already declining, and cuts in financial aid will make college unaffordable to some prospective nurses.

But others feel that the plan will clarify the profession's entry process for high school students looking into nursing. They feel that the BSN program will better prepare nurses, organize the profession and help make it more reputable. The results of the study are due to the Maine legislature in 1990.

At UM, the School of Nursing has been an extension of the University of Southern Maine School of Nursing since 1957. On July 1, 1987 it separated to become the University of Maine School of Nursing in the College of Life Sciences and Agriculture.

Nurses across the nation realize the critical implications of the shortage. Patients are losing out on the traditional patient-nurse relationship. As a result of the shortage, hospital stays are shorter and some patients are sent home before complete recovery. Compounding the problem is the fact that America has a growing aging population. The elderly group is going to be demanding more and better health care.



In some areas nurses are taking action to improve conditions and keep their numbers from dwindling. The nurses of Blue Hill Memorial Hospital decided to go directly to the hospital board of directors with their concerns. They told the board that they were not respected, were underpaid and worked terrible hours. The board gave them a raise and formed a Nurses Advisory Committee. The nurses then decided for themselves how to categorize the increase in pay. They gave themselves raises in regular pay and increased differential pay. As a result, the hospital replaced three nurses who had left and now has two or three nurses waiting for positions.

"We may be the only hospital in the state without a shortage," says Blue Hill's Smith, "basically because it's such a good place to work. The hospital listens to nurses."

As for the recruitment problem, Symonds says the UM's School of Nursing is now working harder to recruit high school students, but that it is not always easy.

Many young people don't realize the potential for increased specialization and advanced technological training, so they don't consider nursing as a career option.

"Young people's image of nursing has been formed by numskull television stereotypes and old information," writes Patricia Nornhold (*Nursing*87, November). New advertising campaign targeted to high school juniors and seniors attempt to market nursing as a challenging and rewarding profession. Recruitment posters titled, "Nursing . . . It's More Than You Ever Imagined," explain the excitement and drama of nursing in the ever-changing health care industry.

The University of Maine School of Nursing has a goal to graduate fifty nurses a year. That is the number that the area's health facilities could put to work. Last year the freshman class numbered only twelve students. This year the same class as sophomores has increased to 59. There are 38 freshmen, 45 juniors and 43 seniors. 99% of the graduates find their first job in Maine. Most are employed by Eastern Maine Medical Center and St. Joseph Hospital in Bangor, MidMaine Medical Center in Waterville and Maine Medical Center in Portland.

Symonds believes that society can play a part in solving the shortage. She says that society does not value health and caring, it rewards the sick (flowers, cards, special attention, insurance). She believes that society must develop a reward system for caring, but she says, "until our society values caring, it won't pay for it."

With fewer and fewer nurses to care for an aging population, that attitude is likely to change.

# Learning Via Satellite

*The future of UM's community college system is interactive TV.*

Everybody agreed that Maine was way behind the rest of the country in developing a community college system. The problem was compounded by the rural nature of the state. Just adding some community college campuses would still not bring continuing education opportunities to a good number of people in rural areas.

But thanks to modern technology and some innovative thinking, a solution to the community college problem may be at hand. A proposal made by George P. Connick, president of the University of Maine at Augusta, to the UM System Board of Trustees would develop a community college system spread over 50 campuses and centers throughout the state. And a two-way interconnected telecommunications network would carry academic programs to all of those sites.

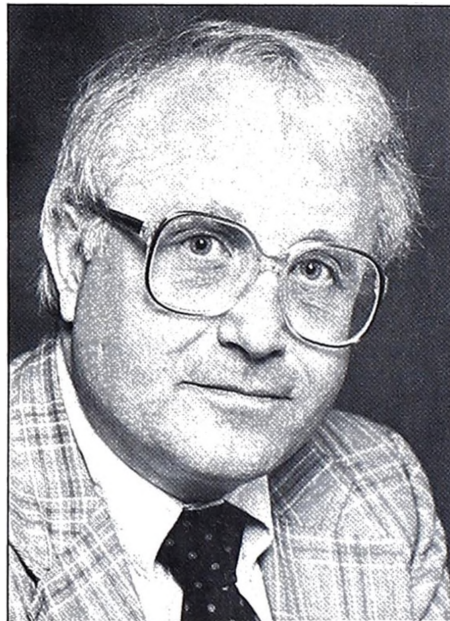
"The communications system will be able to carry the best teaching in every subject to the remotest site," Connick said.

The key to the telecommunications system is the use of a satellite in space. A satellite can link a teacher on any university campus with any classroom in the state that is equipped with a basic satellite receiver.

The system will allow an Orono professor, for instance, to lecture to and answer questions from students taking the course at a site in Ellsworth, Bucksport, or any other location in the state with a satellite receiver.

"The potential is tremendous," said an enthused Charles MacRoy, Dean of University College of the University of Maine. "It's a very important advance, and it means a great deal to University College. Because of distance, and other factors, many potential students have been excluded from the system. We will now be able to have programming throughout the region, and we will be able to reach those students."

MacRoy noted that students in any given region would be able to take televised courses from a variety of UM System campuses. He also noted that the use of the new telecommunications system will not be restricted to community college



Charles MacRoy, dean of University College, thinks the potential of the new UMaine two-way telecommunications network is tremendous. "It's a very important advance, and it means a great deal to University College."

level. He expects courses right up to the graduate level to be offered.

For any library and laboratory work required of a televised course, students will have to travel evenings or weekends to use existing facilities.

The total cost of the community college proposal is estimated to be \$2.2 million, with \$1.2 million of that covering the telecommunications portion of the plan. The 113th Legislature and Governor John McKernan will be considering the plan in the coming months.

The University of Southern Maine has already had success with interactive televised courses, but Chancellor Robert Woodbury is still insisting there be an ongoing evaluation about the quality of a telecommunications education.

There are some critics of the plan, but generally it's hard to find anything but enthusiasm for an idea that could extend higher education opportunities to people in Maine's remote areas.



*Bodwell Room Project Spearheaded by the Class of '44*

# Stein Song—School Spirit Theme of MCA Mural

The Class of 1944, which raised funds for the Bodwell Dining Room in the new Maine Center for the Arts, wants to use the space to honor the Maine Stein Song and convey a sense of school spirit. To achieve that goal, the "Stein Song" Committee has commissioned UMaine associate professor of art, James Linehan, to paint a 5 by 27 foot mural.

The project is being spearheaded by '44 class member Russell Bodwell of Glen Head, NY, a long-time supporter of the

MCA. Other Stein Song Committee members are N. Richard Knudsen, Class of '45 of Falmouth Foreside, and Dorothy Erikson, Class of '42, of West Boylston, MA.

Linehan's proposal, titled "Matter and Spirit," was selected by the review committee because his style seemed very appropriate to what the committee wanted to relate.

That style, said Linehan, "is pretty eclectic," a combination of abstraction

and realism. For the Bodwell Dining Room painting he will incorporate a sentimental campus journey, told through images of people and events from the 1940's, the lasting thrill of the Maine Stein Song, and the romantic allure of the campus at twilight.

To meet the dimensional demands of the architectural space and the subject matter, Linehan will paint his largest landscape yet, and create a scrapbook of memories on another 5-foot high canvas, measuring nearly 12 feet across. The acrylic-on-canvas work, to be delivered in the spring, will dominate the walls facing the dining area.

In the middle of the left section, Linehan will paint the words to the Maine Stein Song and the full song sheet, including all the notes, from the 1930 version featuring one of Maine's most famous former students, Rudy Vallee, on the cover. Around the rest of the canvas, he will paint postcards, snapshots of campus life, football programs, and other memorabilia. For his models, Linehan asked members of the Class of 1944 to send in photos. He collected other images from the archives of the Fogler Library.

Linehan also spent a good deal of time talking to Bodwell, who chaired the MCA Building Committee. "He kept saying that even though he knows it's an old-fashioned notion, he wishes people today had school spirit like they used to," Linehan recalled. The artist hopes to portray that spirit and vitality in the mural.

As viewers move to the right, Linehan's panoramic view of campus at sunset, painted from a series of photographs, will unfold across the adjoining wall. It will illustrate the second verse of the school song, particularly the lines: "To the trees, to the sky! To the spring in its glorious happiness."

"I want it to instill pride in the campus. It's a beautiful place," said Linehan, who has taught at UM since 1983.

In order to take in all the elements of "Matter and Spirit," viewers will have to scan the work from a distance of about 20 feet, then move in close to examine the details.

The finished work should be engaging enough so that people will notice something different each time they see it, Linehan said.

"It's like a good story. You have to pay attention and take time to absorb the meaning," he said. "If the painting can grab people and interest them enough to return, then I will have met my objective."



Assistant professor of art James Linehan will paint a mural in the Bodwell Dining Room.



# UM Singers Head for Europe

The University Singers want to perform in Europe this spring. But before they can raise their voices across the Atlantic they need to raise some money here at home.

The group plans to leave from Boston May 10, the Tuesday following graduation, for a two-week tour. Stops and concerts are planned in Strasbourg, France (possibly singing in the Strasbourg Cathedral); Morgins, Switzerland; Innsbruck and Salzburg, Austria; the Cathedral of St. Mark's in Venice; and Unterwossen, Germany.

"It's an exciting thing for us to do, because we get to share our love of music with a lot of people during our Spring Tour," says Kathy Hutchinson '88, an alto with the group, "but going to Europe, we get to take that a lot farther. It's like traveling with 64 of your closest friends. If I had a chance to go to Europe by myself, or with this group, going with the Singers is definitely for me the chance of a lifetime."

The University of Maine Singers is a select 65-voice ensemble whose members represent all colleges on campus. Over half of the group are non-music majors. The Singers' tour in the spring is an annual event, as they bring their music to high schools and alumni gatherings throughout the Northeast. With help from the University of Maine Alumni Association, the group travels south from Orono, landing ultimately in Washington, D.C., staying with alumni clubs along the way.

"The schedule of each day on this trip includes a morning assembly at the school where we're appearing, an afternoon assembly, and an evening concert," says Singers' president Brian Moody '89, tenor. "The morning assemblies are Dr. Cox's chance to work with the local choirs. When I was in high school (Stearns High School, in Millinocket), I knew I was going to attend the University of Maine because of the University Singers." It is this kind of outreach, along with Dr. Cox's conducting at State Festivals, that makes the Singers important recruiters for the university and for the music department.

The Singers' conductor, Dr. Dennis K. Cox, has been at the university for over a decade. This spring, as an indication of his national standing, he will conduct



The 65-member University Singers hope to leave Boston on May 10 for a tour of Europe.

the All-State high school choruses in both Nebraska and Alaska. His other high school guest-conducting honors include directing one of the New York State sectional choruses, as well as the All-States of Maryland and Connecticut.

"Dr. Cox is a special person," notes Hutchinson, European tour director for the Singers. "He is talented, caring, and really what makes us the group that we are."

The University Singers are actively pursuing many fund-raising avenues to finance the European tour. Car-washes, carnation sales, bottle drives, alumni

phonathon participation, and Easter baskets are all planned to generate financial support in the greater Bangor area. In December, some members of the group put on a dinner theater performance featuring selections from *Once Upon a Mattress* and other cabaret numbers.

The estimated cost of the tour is in excess of \$100,000. Each student is expected to bear some of the financial burden, and they are depending upon the generosity of their supporters for aid.

For further information, contact Carrie Dunbar at the University of Maine Alumni Association.

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# Shattering the "Dumb Jock" Image

*Maine athletes are winners in academics as well as in sports*

The dumb jock image that continues to exist among some observers of the collegiate athletic scene is starting to rankle a number of University of Maine student-athletes. And well it might.

Because during the 1986-87 academic year the statistics show that student athletes were anything but dumb. In fact, the grade point average for all student-athletes, some 352 of them, was a very respectable 2.51 on a 4.0 scale. The average for the athletes was slightly higher than the average for all students at the university for that period.

The 2.51 academic average of last year was not attained by chance. In almost every athletic program at the university there are provisions for making sure that the student-athlete succeeds, not only on the playing field or court, but in the classroom.

The football program, for instance, has an academic advisor, Dr. James Toner, and conducts a fall workshop for freshmen emphasizing college survival skills such as proper time management, study habits, note-taking and test-taking. There has been a mandatory pre-season study period for those invited back to pre-season practice and freshmen are required in the first semester to attend a study hall three or four times a week until certain standards are achieved.

The hockey program also features a mandatory study hall three or four times a week for freshmen and questionnaires are distributed to the professors of all players every five weeks to monitor the progress being made. Individual tutors are assigned if the monitoring discloses that an athlete is experiencing problems and there is also a mandatory study program on the road. Assistant coach Bruce Crowder, academic advisor for



UMaine's Jen Smart carries a 19-credit load and has a grade point average of 3.59.

the team, feels it is important for the student-athletes to take responsibility for themselves.

"Once they've proved themselves over a semester or two, they are no longer required to attend the study hall," Crowder says. "After that, it depends on the honesty of our communication because all I require is that they tell me how they do on their tests and projects. The kids watch out for each other because if we lose anyone to academic ineligibility, it's a team loss. We're all committed to team success."

One shining academic achiever is sophomore goalie Scott King (Kamloops, B.C.), a geology major in the College of Arts and Sciences. His overall GPA for last year was an outstanding 3.45 (.27 higher than his goals-against average of 3.13).

The women's basketball team has a mandatory study period on the bus while traveling to away games. During this time all radios are turned off and all other distractions are erased for the mandatory quiet period. The team had eight players on the dean's list last year, as did the hockey team, but Coach Peter Gavett handles the academics of his team quite differently.

"We have no mandatory study halls—on purpose," Gavett says. "It's part of the process to take the responsibility yourself. Instead, what I do is monitor each player individually through weekly meetings. We have 100% job placement among our graduates, and the seniors go through mock interviews with me during their last semesters."

"The key to it, really," says Gavett, "is to recruit good students."

"I like this system a lot," says sophomore guard Cathy Iaconeta (Portland), a zoology major with a 2.7 overall GPA. "It reminds you what you have to do—the coach really cares about you. You're not just a basketball player."

Another excellent student ballplayer is senior guard Jen Smart (Old Town) who returns to the team after competing as a bodybuilder for the past two years, resulting in winning the Northern New England championships last year.

"I just received a pin from President Lick for having a GPA over 3.0 during my college career," says the elementary education major. "Right now my accumulated GPA is 3.59." Smart will be student teaching in January, and up until this semester she has been taking 16-18 hours. This semester, it's 19.

Mike Dutil (Winslow) is a junior on John Winkin's baseball team. He is a mechanical engineering major, carrying 17 hours this semester. A starter on the team since freshman year now playing shortstop, Dutil's overall GPA of 2.5 has been rising steadily since his first semester in college.

"He's doing exceptionally well," says assistant coach Bob Whalen '79. "He's just the type of kid you know is going to take off. When we make our annual spring trip to Florida, he has all his stuff down by the pool, doing fluid mechanics."

The track team has several members known for their winning ways on the field and in the classroom. Senior distance runners Alex Hammer (Orono) and Doug DeAngelis (Orrington) both have GPAs of 4.0. Last spring, psychology major Hammer became the student with the highest grades on the team, when



engineer DeAngelis earned an A-. Sophomore Melissa Branceley (Saco) is a double major in engineering and math, carrying over 20 hours this semester. Last year's 400 meter state champion, she had a 3.3 GPA her first semester.

Another example of a University of Maine student-athlete is sophomore basketball guard Dean Judson Smith (Guilford). Smith knows how much effort is involved in an athlete also being a student.

A starter his freshman year on the basketball team, Smith averaged 8.6 points a game while playing as both a small forward and a guard. He also wound up the year with a 3.85 grade point average and was the top student among 76 students in the electrical engineering program. In fact, he was the second ranking freshman in the entire College of Engineering and Science.

But it didn't come easily for him. "It was tough getting on the bus and riding over bumpy roads and trying to read and concentrate while others took a nap or listened to the radio."

The men's basketball program offers all players the use of tutors for specific subjects and a mandatory study hall is maintained during the season for any team member who has fallen under the 2.0 grade point average. The study hall is also available to other team members. An academic advisor is planned for this year.

Smith gives a great deal of credit for the improved academic standing of the basketball team to assistant coach Paul Cook, who took on the academic supervision of the program when he was hired last year. "He contacts teachers for grades, monitors the progress of each of us, and gets on us if we miss any classes," says Smith.

Smith, and many like him, attend May Term and Summer Session to take courses for credit and thus reduce their academic load during the year. A minimum of 12 hours is needed to meet NCAA requirements, and some majors make more demands on the students than others.

Every sport on campus has its own Dean Smith. The field hockey team has now come out with a team GPA over 5 years of 2.87, which is the best of any team over the past four years. 25 percent of all athletes awarded letters this past year achieved at least a 3.0 grade point average.

These students indicate that the dumb jock image, at least at the University of Maine, is fast becoming a thing of the past.

# Sweet Unexpected Success

## *Football team makes it to the NCAA Playoffs*

Not only was it a winning season, the third in a row, but it was executed in dramatic style. What's more, it was unexpected.

The University of Maine football Black Bears started the year picked to finish next to last in their NCAA Division I-AA conference. Instead, they achieved an 8-3 record, and earned a share of the Yankee Conference title with the University of Richmond. That record earned the Black Bears their first post-season game in 22 years—a game they forced into overtime before losing 31-28, to Georgia Southern College.

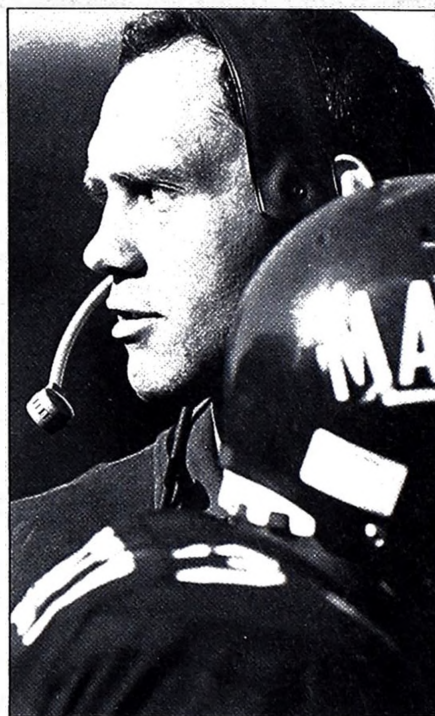
The Bears flew out of the starting gate as they won their first four contests of the season that began the Saturday of Labor Day weekend. For the first time in the history of the program, they were ranked in the Top Ten of the NCAA, coming in at sixth, climbing to fourth and then to third. They then drastically lowered their fans' expectations when they lost the next three games. They dropped out of the top echelon in the polls.

Maine regained their winning style for the last four games, ones that combined anxiety and intensity. After trailing for the first few quarters, the Bears would suddenly launch an offensive attack under sophomore quarterback Mike Buck, and pull out a win. Such last minute miracles occurred against Connecticut, Delaware, and Illinois State. Maine climbed back into the Top 20, ranked 17th in the middle of October. They finished the season ranked 12th.

But the drama wasn't confined to the players, the team style, and the record. Boston University fired their coach, and the rumors swirled that first-year coach Tim Murphy was the leading candidate for the job. He had worked at BU for three years before coming to Maine as an assistant with Buddy Teevens, but felt compelled to make clear his intentions, regardless of BU's goals. On Nov. 26, the day before the Black Bears flew to Georgia for the playoff, Murphy addressed the press:

"I'm staying right here," he said. "I wanted to clear the air, because it was getting to be such a diversion from what we have to do this weekend."

So with the coach firmly in place, the Black Bears left Bangor in a blizzard to spend Thanksgiving in Statesboro, GA. The team that University of Maine



University of Maine football coach Tim Murphy took his young Black Bear team to an 8-3 record and a berth in the NCAA Division I-AA Playoffs.

President Dr. Dale Lick built just before he came to Orono awaited them in the \$5 million, 18,000 seat stadium. Buck, who set or tied 11 individual records for the university (the team set or tied a total of 36), was impressive as he led the Bears to a 28-10 lead at halftime.

"That was the best half of football by a quarterback I've ever seen," said GSC linebacker Flint Matthews, as Buck completed 14 of 22 passes for 196 yards. Buck was also the Bears' leading rusher with 42 yards on 2 carries.

But Georgia Southern came back to tie the game, and the heart-stopping miracles of the regular season were a thing of the past. The teams went into overtime where each side was given a chance to score from the 25-yard line. After Maine tried first and failed, GSC's placekicker Tim Foley was successful from 42 yards out.

As the coaching staff begins the recruiting season and the players concentrate on their studies, what do the Bears do for an encore next season? "There's always room for improvement," says coach Murphy, "and we have the capabilities in our personnel to improve."



# Acid Rain: It's Only Part of the Problem

Two new federally-funded projects may lead UM researchers to understand what is killing our lakes and forests.

By Jim Frick

As more becomes known about acid rain, the problem seems to increase in complexity. In fact scientists are no longer calling what they study acid rain. It is now known as "atmospheric deposition," a term that sounds euphemistic, but which more accurately reflects the fact that acid rain is only one of many man-made and natural factors being deposited on our land and water.

And before the various branches of government take more action to control sulphur emissions (the primary cause of acid rain), both scientists and representatives of industry are calling for more research.

The University of Maine will be a major part of that research effort. In fact, the university recently was chosen for two long-term, federally funded projects which will contribute to the understanding of what happens in the ecological breakdown of lakes, streams, or forests. These projects are in addition to the many ongoing studies that have placed UM at the forefront of acid rain research. The first of these projects is centered at a site in Howland and will focus on the effects of acid rain, ozone, trace metals, and other pollutants on the forest environment. The site is one of six on the east coast extending from the southern Appalachians to Maine, and the only one not located on a mountaintop. The project is being funded by the Environmental Protection Agency, the U.S. Forest Service, and the National Council of the Paper Industry. The 15,500 acre tract is part of the International Paper Company's research forest.

One of the principal investigators in the Howland study is Dr. Ivan Fernandez, a 1979 UMaine graduate who is now assistant professor of soil science at the university. Fernandez noted that the special importance of the Howland site is its lowland location. "We need information on the effects of atmospheric deposition on low areas," he said, "because that is where most of the economic impact occurs." In fact, because of its location the study will also produce valuable

information about the effects of sludge disposal, biomass harvesting, and forest cutting practices.

But the primary purpose of the Howland site is to gather information on the effects of pollutants on the forests. "We know that acid rain is an important factor in aquatic environments," Fernandez said, "and we know that forests are being affected too. But how much is the result of acid rain, and how much the result of ozone or other pollutants, we do not know."

Right now, there is no evidence of forest deterioration at the Howland site. But Fernandez is concerned that the gradual acid leaching of soils might slow tree growth and thus cause a reduction in the productivity of the commercial forest.

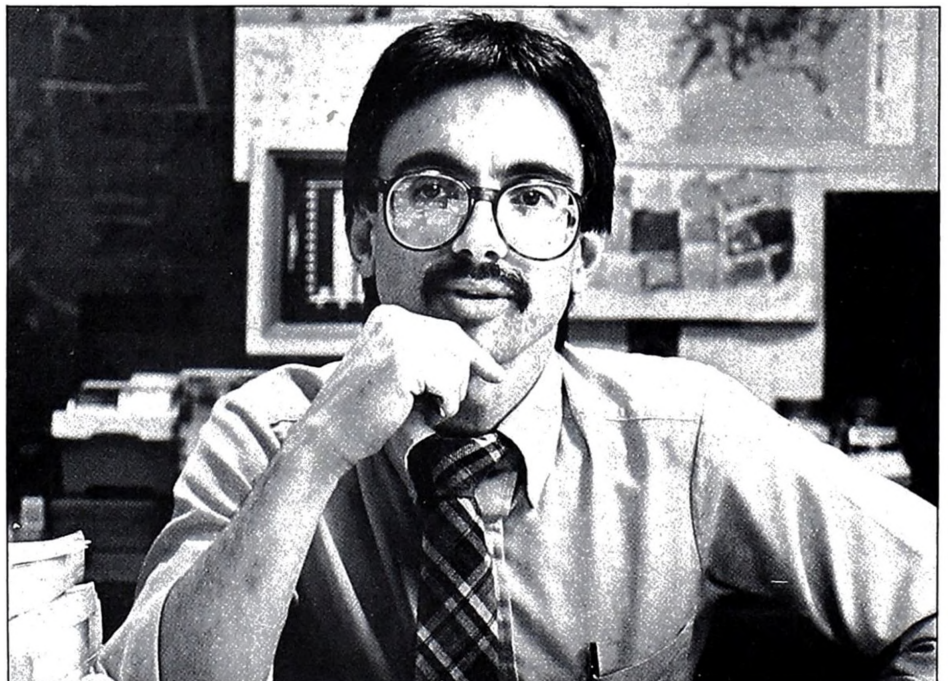
Others share Fernandez's assessment that acid rain is not the only culprit in the mysterious deterioration of some forests in the eastern United States. Carleton Owen, the executive director of the

American Forest Foundation, told those in attendance at the opening of the Howland site in September that ozone may be a more important factor than acid rain.

The ozone that Owen refers to is, chemically, the same compound that is inadvertently being depleted from the earth's upper atmosphere. It is formed from the reaction of nitrogen oxides and hydrocarbons in the presence of sunlight. The location of the ozone is what makes all the difference. In its natural state in the upper atmosphere ozone is extremely beneficial, filtering ultraviolet light from solar radiation. Closer to earth it is a potentially damaging pollutant.

"Ozone has been shown in laboratory conditions to damage seedlings at ambient air levels equivalent to those generally present in the United States," Owen said. "This is one reason why ozone, not acid rain, is now the pollutant receiving the most attention."

"Acid rain became a buzzword for the



University of Maine assistant professor, Ivan Fernandez '79



deterioration of lakes and forests," Fernandez explains. "But over the next several years that term will fade because programs will be much more comprehensive and the word acid rain will not be used much in reports. This in no way implies that acid rain is not an important factor, just that it is one of many important factors."

The second new federally funded University of Maine project also represents the new approach to acid rain studies. This Watershed Manipulation Project under the direction of Professors Stephen Norton and Terry Haines is sponsored by the EPA and will take 10 years to complete.

The importance of this study, according to Norton, is that it is a whole ecosystem study. "We will look at everything—everything that comes out of the ecosystem," Norton said. "And we will do that by looking at the stream which integrates all the natural processes of the watershed."

The University of Maine competed nationally for this project and was chosen primarily because of its resources and reputation in acid rain research. But the project is multi-institutional in scope. Experts from the University of Virginia, Syracuse University, the State University of New York, and the University of Iowa are also involved.

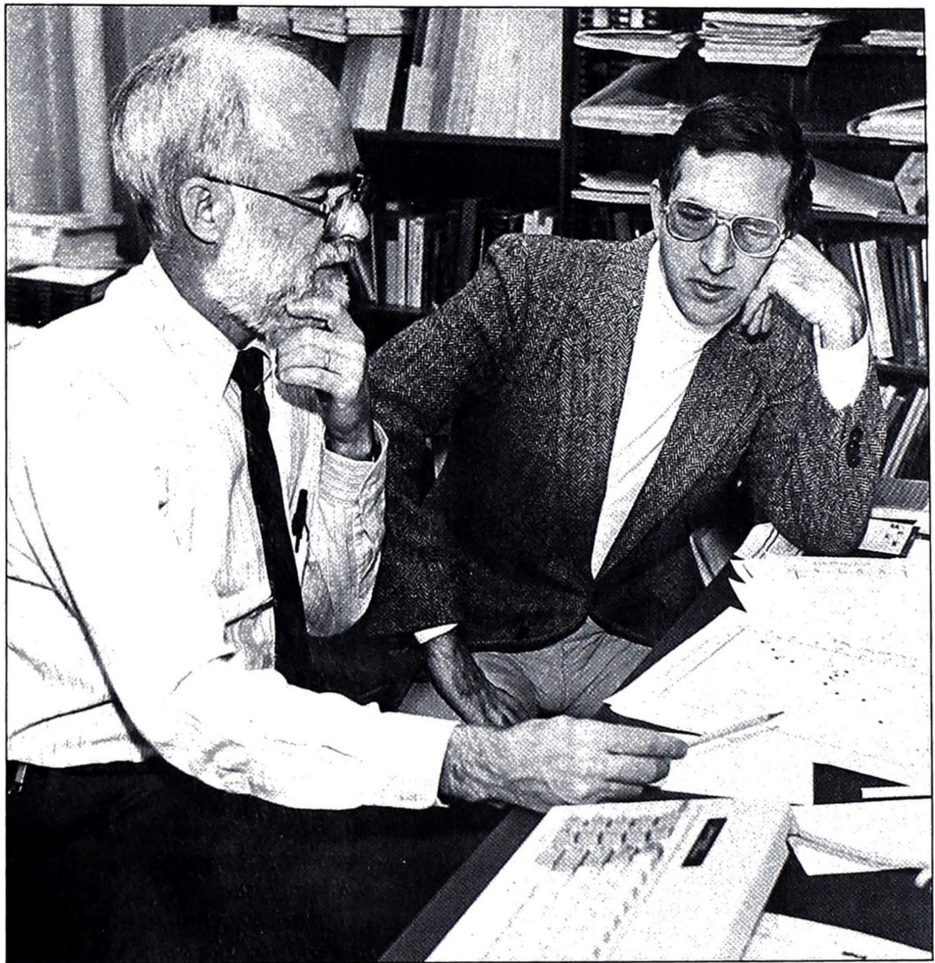
The research will actually take place at two sites close to the Orono campus. One will be a control, the other will be manipulated by slowly adding acid to it.

"Eventually we will double the amount of acid," Norton explained. "Then we will look at the response to see what happens. It's like your bank account. You can keep withdrawing money, but your lifestyle won't change until your bank account runs out. In the same way the watershed will resist change, but if you keep adding pollutants, you will eventually exceed the capacity and the system will collapse."

Why do scientists need to acidify another area when plenty of lakes and streams are already dead? "There are lakes and streams that are acidified," Norton said. "But we can't study what happened to them now—it's too late. In this experiment we will be able to study the actual process of acidification."

The watershed study is just one of many acid rain related projects in which Norton is engaged. In addition to other UM-related studies he is doing studies for the governments of Sweden, Finland, Norway, and Czechoslovakia.

And so acid rain is big time at UMaine. It involves more than 15 professors. It's multi-institutional, multi-disciplinary, multi-national, and multi-millions of dollars. But the acid rain story doesn't end with scientific study. Politics and economics are also in the picture in a big



UMaine professors Stephen Norton and Terry Haines are teaming up on a new acid rain study.

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## "We are poised to make decisions which if implemented would cost billions of dollars"

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way. One question asked by environmentalists, sportsmen, and many politicians is how many more scientific studies we need before we take some action. The place to start answering that question is by taking an assessment of what we now know.

"We know that we have acid precipitation, and that it is affecting our lakes and forests," says Fernandez. "But we also know that more factors than just sulphur emissions are at work."

"There is little question that some lakes in Maine have been acidified," says Haines, "but not in large numbers. And short term solutions such as liming are useless. The only viable solution is to stop atmospheric deposition at its source. The trouble is that it is not yet clear that a particular percentage reduction in emissions will result in a corresponding reduction in acidification."

Stephen Norton agrees with his colleagues and worries about the country rushing into legislative action before the facts are known.

"We are poised to make decisions which if implemented would cost billions of dollars," Norton says. "If we wanted to reduce atmospheric deposition significantly it would cost \$5 billion. The question we have to ask is what changes will we see for that \$5 billion. It's taken us 100 years to get where we are. If we wait to see what our current research reveals we will be able to concentrate our efforts and get much more out of the money we spend."

"If we have a bill that only reduces sulphur emissions, people could get the false impression that the problem is solved," Fernandez adds. "And equally important problems such as ozone could go on unchecked."



# Being Black at Maine

What is it like to be in a minority of 39 out of 11,000? And how can UM recruit more blacks?



*By Christina Baker*

A recent visitor from out of state, touring the University of Maine for the first time, remarked that he noticed two things about the campus that set it apart from any other he'd seen. First, the variety of colors in the autumn foliage was spectacular, more diverse than he imagined possible. And second, the student body was completely the opposite: it seemed to him entirely made up of white people. He had not seen one black person during his time on campus.

The visitor's observations are supported by statistics. Of the 11,000 University of Maine students, 39 are black, and only six of these are women. There are only two black members on the UM faculty. Of the 39 black students, 26 are on athletic scholarships. The campus situation is a reflection of the state as a whole. There are just 3,000 blacks in Maine, comprising a mere 0.33% of the state's population.

What is it like to be black at Maine? What would it take to attract more blacks to the university? Do the black students at the university feel that their needs are being addressed? Looking for answers to these questions, I interviewed more than thirty people, black and white, on campus and around the state. The people I spoke with were generally eager to share their views on the subject, and those views were often frank and provocative. Reading over the responses to these questions, it becomes obvious that there are no easy answers: the issue is not simply black and white.

Despite the dismal statistics, positive changes are taking place within the university. An energetic black community on campus is actively planning its own future. The Afro-American Association, a group of about 20 black students, is planning to send members to local high schools to talk to black teenagers about the University of Maine (considering that of the 750 black high school students in Maine, only two came to UM this year, this service can be vitally important). The Afro-American group also organizes events on campus such as dances, speakers, and concerts to heighten student awareness.

In addition, the office of minority services has proposed to UM president Dale Lick the formation of course requisites on minority issues, support programs for minority students, and a black alumni association, among other things. In turn, Lick has strongly affirmed that the number of minority students and faculty members must be dramatically increased over the next few years.



Although the interviews for this story were conducted on a one to one basis, the responses are presented here in the form of a dialogue among all those interviewed.

**President Dale Lick:**

Our students need to broaden their perspectives, and for this we need role models—women and minorities. We don't have enough in high-level administrative positions, and we will be working to recruit more. They bring a different kind of perspective; they add a new dimension to our thinking.

It is extremely critical that UM tries very hard to bring to this campus black people who will function in a number of capacities: as faculty, students, administrators. It is especially important that we attract black students who will bring new cultural perspectives and act as role-models. Over the next five years we plan to expand our efforts enormously.

If we want to do our job well, we must encourage broad cultural diversity.

**Judy Zoidis, white female student; Bangor, ME:**

In our society we do nothing preventatively. We wait until after the fact to make changes. For a long time the university has been a white, male-dominated system and nothing has been done about it. When we become adults, working and living in an integrated society, we have to understand different races and cultures.

This is my third year here and I've never had one black classmate.

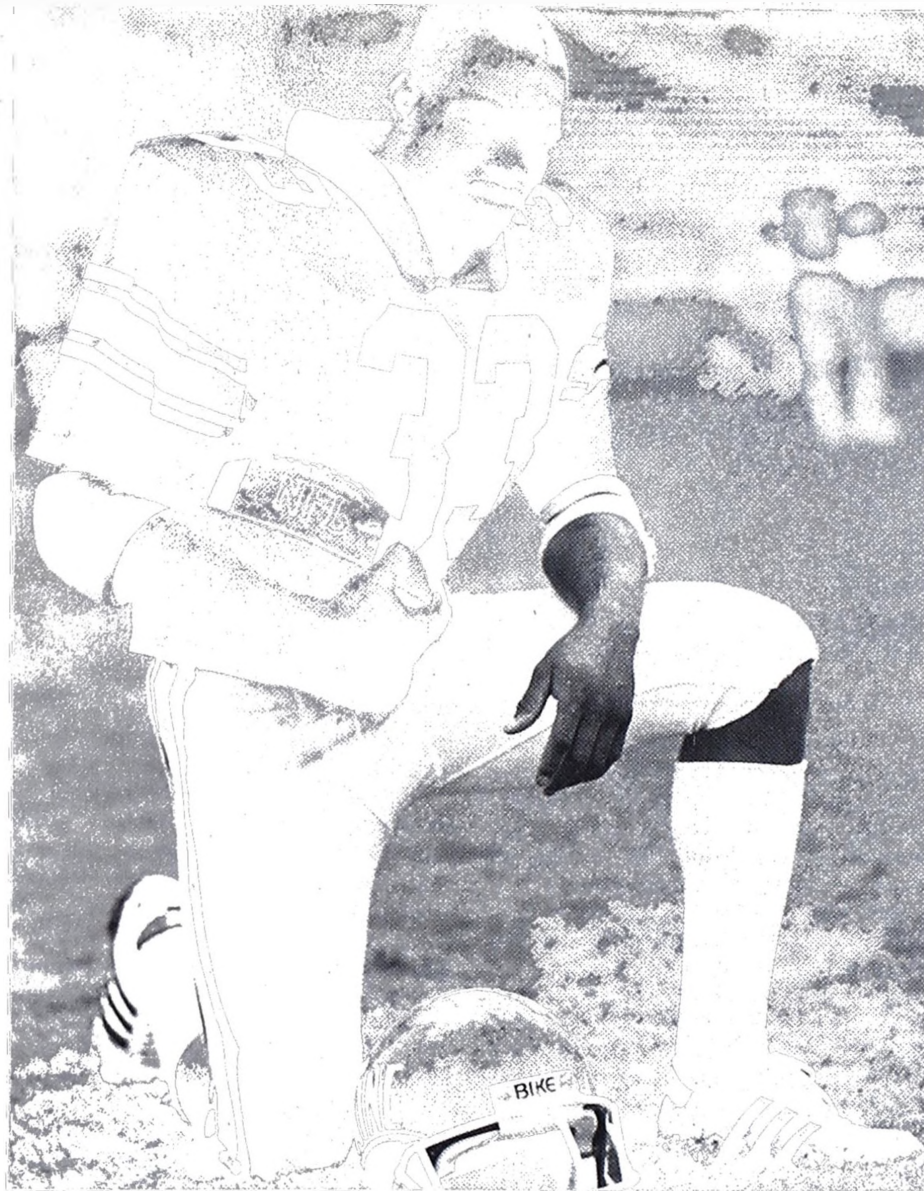
**Ted Mitchell, Associate Dean of Student Services for Indian Programs and Minority Services:**

It is with the enthusiasm of President Lick and Vice President Aceto that we've finally gotten the interest to develop minority programming and to increase minority enrollment.

This fall we are in the process of developing an advisory committee of faculty and students to work with me to develop programs and advise me as to directions to pursue. Another program we're developing is to take black students from UM to Maine high schools to talk to minority students about applying for admission. We need to find out why we're not attracting as many Maine black high school graduates as we should.

**Fergus Kenny, white male student; Bangor, ME:**

Look around you, everyone you see is white. It would add a lot to be exposed to some different cultures. Most black kids are into different music, different clothes. When I go to the big cities I see a lot of flash. We need more self-expression to expand people's horizons. Maybe then our attitudes on everything around us wouldn't be so closed.



Doug Dorsey was recruited by the university because of his football skills. Of the 39 black students at the university, 26 are on athletic scholarships.

**Esther Rauch, black Assistant Professor of English:**

I don't think Maine people start out with hostility toward blacks, but many do have preconceived notions about them, such as that they prefer urban to rural environments; they prefer hot weather; they are better athletes.

**Dave Shaw, white male student; Turner, ME:**

It would be better if there were more black people around. If there were more around, we'd be used to it.

**Stuart Doty, Professor of History:**

The problem is that Maine young people can grow up never seeing black people. If you've grown up in Maine, you just don't think about them.

**Sherry Shaw, white female student; Bucksport, ME:**

I haven't encountered racism on campus. In fact, I only thought about black people for the first time today. But I think it's dull seeing the same kinds of people around; I

wish there were more varieties of students. In Maine it's like you have your community, and when outsiders come, they're breaking in. Mainers have a real hard time coping with changes.

**Shawn Chambers, white male student; Bucksport, ME:**

I wish there were more black students around. They're more friendly than whites. There aren't many people of their own race up here, so they have to talk to somebody. They always seem like they're in a good mood.

I find it hard to say anything about racism, because we never talk about it, we never think about that kind of stuff.

We don't see many black people. How can you be prejudiced against people you don't even know?

**Doug Dorsey, black male student/athlete; Marlton, NJ:**

The majority of people who go to UM are from Maine. People grow up in a place that's homogeneous; everybody's the same. I guess that there are people on campus





**"I'm constantly aware of being one of the few black women, but it doesn't bother me anymore. In fact it is almost an advantage."**

*Carole Saunders*

who don't know what to expect from a black person, and they believe the stereotypes on TV. I would like UM to be a realistic representation of life. When you leave this state, you find that black people make up about 21 percent of the U.S. population. I don't think the climate of the campus would change that much, but there would be more acceptance.

I think I'm treated pretty well, but I think most of that is because I'm an athlete, not because I'm black. Everybody likes an athlete. I wouldn't have as many friends, I'm sure, if I didn't play football.

**Reggie Banks, black male student/athlete; Venice, IL:**

Women here don't discriminate; they like athletes. But sometimes people look at me and seem to say, "Why are you black?" It's not that they don't like us, they're just not accustomed to black people.

**Skip Chappelle, Head Basketball Coach:**

The black athletes that I get have it made. They're idolized. A black basketball player like Rufus Harris has no problems relating with females, faculty, staff.... I have never encountered a white staff member exhibit racism; I have never seen a black youngster discriminated against. Perhaps there is a certain novelty about having black kids on campus, but there is no discrimination at the University of Maine that I know of.

**Steve Trachtenberg, white male student; Framingham, MA:**

I think there's a lot of prejudice in this state. I hear it all over campus; slang words like jigaboo, boog, spook, coon, under people's breath when one of them walks by. The stereotype is that they are stupid, poor, good athletes from the ghetto; "hang onto your wallet."

I get a little mad when I hear one of those words used to somebody's face. But I don't let it bother me when I hear it

behind their back. I don't think it's my concern.

I don't think I'm prejudiced. One of my best friends is black. I'll admit that several times in fun I've teased good friends, but I'm Jewish, I've been teased, too. I know how it feels.

**Dorsey:** I've encountered ignorance more than prejudice or racism here. My roommates and I have a name for it: the "Bangor stares." We go into the mall or somewhere downtown and people watch everything we do. People say they're not prejudiced—"one of my best friends is black"—but that doesn't mean anything. They contradict themselves all the time. Personally, I believe I'm above that level. Those people don't represent the majority of people today.

**Carole Saunders, black female student; Long Island, NY:**

I'm constantly aware of being one of a few black women, but it doesn't bother me anymore. In fact, it is almost an advantage. People automatically recognize me, and sometimes in class the teacher will single me out. I've run into a few confrontations. I've been called 'nigger' to my face; there have been subtle times when people give you the sense that you don't belong. It shocked me to discover that some people up here have never seen blacks except on TV.

**Rauch:** It's kind of fun being a black person up here. I have a certain notoriety, everyone recognizes me. It's as if because I have this black face I'm an exotic creature.

**Banks:** We are still discriminated against very much, but now it's done in a modern way, in little ways. I went into a club in Bangor with two white girls, and these people were staring at me. What I felt was that they didn't want me there, but they couldn't do anything about it.

**Priscilla Dickey, black female student; Pulaski, TN:**

When people stare at me, I don't think they're prejudiced. I just think they're surprised. I don't feel that there is any racism here.

**Barry Dean, black male student; Chicago, IL:**

I'm reminded of the color of my skin every day. No matter where you go up here, people stare at you. I went to play tennis and as I walked onto the court I don't know how many games I messed up because people stopped playing to look at me.

I've been dating a Caucasian woman for awhile. I've had guys come over and say, "Why are you going out with our women?" and I say, "Well, up here I can either date Caucasian women or turn gay."

Racism has always been indirect but it has always been there. No one has actually come up to me and said, "You're black, we don't want you here," but once, I went to a dance and requested a song and the student deejay said, "We don't play that kind of music."

**Banks:** The social life for blacks at the university is very difficult. I find it hard to have fun without blacks around. I come from a city where we do a lot of different things: go dancing, bowling, skating, get integrated with people socially. Up here, all people want to do is drink.

**Saunders:** I went through Rush one year and was turned off. It seemed to be only for white women, not for me. Everything centered around drinking, and I wanted to get to know people, not just to drink. I think it's a cultural thing. Basically, black people want to dance until we can't dance anymore; whites want to drink until they can't drink anymore. I didn't want to be a part of that.

**Tim Gorey, white male student; Auburn, ME:**

Black students are in a different social circle than we're in. The people we hang around with are people in the fraternity house. Get some black people in our house and we'll hang out with them.

Does it bother me that there aren't many black people? I don't think it affects me either way.

**Banks:** If I tried to join a white fraternity I would wonder if they accepted me because I was black, as a token, or whether they really wanted me.

**Dave Shaw:** We don't have any black students in our fraternity, but we don't have any varsity athletes either. Most of them are varsity athletes, and they tend to stick together.

Being from Maine, anytime I see a black person here I think they're either an athlete or they're just passing through.



**Dean:** Everybody always assumes that because I'm tall and thin I'm on the basketball team. Most people don't take me seriously as an intelligent person. The institution is breeding that attitude. If you keep bringing black people up here and they're all athletes, you're going to think that black people only play sports.

**John Lovett, Assistant Football Coach:** The only people who are recruiting black students are the coaches. For everybody's benefit, that should change.

**Diahanne Lucas, black female student/athlete; Sudbury, MA:**

I do feel comfortable here. I don't think being black has really been an issue for me. I was always accustomed to being around more white people than black, so I had an idea of what to expect. But if someone is black at UM, they're either an athlete or a top student. They don't seem to just go after the normal students the way they do with whites.

**John Ballard, black male student/athlete; Albany, NY:**

If I hadn't played ball I wouldn't have heard about the University of Maine. The university has to make an effort to get more blacks who aren't athletes. You have to have a balance. There are a lot of black students out there who are qualified to come here to learn without any sports at all. To hear that there are only 39 blacks out of 11,000 students makes me speechless. It just shouldn't be.

**Mitchell:** Increasing the enrollment of minority students who are interested in what Maine has to offer in terms of academics is important. We need to point out that Maine is a good place to attend school for everyone, not just athletes. This campus needs a more balanced representation in order to develop a sensitivity to the diversity of minority culture. There should be programs here which educate not only students but also faculty about other cultures and their particular beauty.

**Tim Murphy, Head Football Coach:**

I feel that any major state university has to take an active role in recruiting outstanding minority students. It's ridiculous that they're all athletes. The university needs to recruit more minorities without regard to athletics. It needs to make available cultural offerings to minorities, and it needs to provide support programs for them.

I think the University of Maine is very good in terms of accepting minorities. I wouldn't be successful recruiting minority athletes if the ones here weren't happy. The black kids we've recruited have turned out to be our best recruiters—if they weren't enjoying their experience, they wouldn't be so active. I would say categorically that there haven't been any racial problems among players on the team.

**"It is especially important that we attract black students who will bring new cultural perspectives and act as role models. Over the next five years we plan to expand our efforts enormously."**

*UM President Dale Lick*



**Peter Switzer, white male student/athlete; NH:**

I don't think there's much prejudice up here; I'd say 99% of the students aren't prejudiced. There is a little bit of tension on the basketball team between some of the Maine boys and some of the black boys from the big cities, but I think it's probably because they've had such different upbringings and learned different techniques for playing ball.

We do hang together as a team. At first it seemed that the big city kids didn't blend in so well; it must have been a difficult transition from a predominantly black place to a white place, from an urban to a rural environment.

**Donald Bradley, black male student/athlete; Newark, NJ:**

Of course I'm being used as an athlete, but I'm using the university in turn to get a good education. Universities use black athletes and throw them out the window. I certainly haven't seen adequate support services for athletes who want to graduate on time.

Black students have to come together and support each other, because there aren't any organized support devices for black students on campus. If I weren't on the basketball team, I don't know what I'd do. With that said, I think there's a lot of cover-up on the basketball team. People get along because they have to. It's very evident that some white players don't like the idea of us coming in—I can see right through the smiles. They don't want to relinquish any playing time, any fame and glory. Another thing is that some of the guys on the team are always trying to find out if you're dating a white woman. I don't like it. It's none of their business. That's why the black members on the team sometimes seem to band together.

**Mark Lewis, black male student/athlete; Bangor, ME:**

My biggest problem with this whole place is that I'd like to see *them* try to get to know *us*. If you want to get to know me, come talk to me. A lot of times I go to class and I'm the only black person there, and I feel extremely uncomfortable. I cannot go up to a whole big group of white people, and start a conversation. I've had to make an effort all my life. Now I want people to come and ask me, instead of guessing and making their own judgments.

**Gorey:** I've never had a black person in any classes and I've never had a black professor. Are there any?

**Bradley:** We need more black professors for their support, to put us at ease in the classroom. To be the only black person in a lecture of 300 people is very intimidating; it would certainly be different if the professor were black.

**Rauch:** Being the only black faculty member on campus isn't something that I spend a lot of time thinking about. Since graduating from college, I've lived in a mostly white world. I don't spend a lot of time questioning people's motives or worrying about what they think of me—I spend more time worrying about what I think of *them*. Coming from a very ordinary, educated, middle-class family, I have never had any reason to feel inferior.

**David Smith, Professor of History:**

If there is an emphasis on recruiting black faculty, I haven't seen it.

**Doty:** I cannot even remember a black person in the pool of applicants in the twenty-four years I've been here. If I were a black person I might think, "Maine? There's nobody like me up there."





"It would be informative for whites to learn about a lot of important events that blacks feel strongly about. It might put them in a position in which they would have to wear our shoes."

*John Caine*

**President Lick:** We need to bring to our faculty minority members who will add something extra. We will have to do a better job identifying prospective faculty members by expanding our pool, and perhaps also expanding our standard criteria. We need to take a hard look at the initial screening process; we cannot simply use traditional screening characteristics as a basis for decision. I would like to see at least one minority as a final candidate in every major search for a university professional.

If we have a department that is all white, and two candidates apply for a position who are almost equal in terms of qualities, then I believe that at this point the black candidate will bring more to the campus. I feel the same way about actively seeking women for departments which are all-male.

**Trachtenberg:** It's never really occurred to me that there are no black faculty members.

**John Caine, black male student; Brewer, ME:**

I'd like to see more black professors because it would give me a sense of pride.

**Banks:** I wish with all my heart that there were more black teachers, so that even if I don't have a class with one I could go and ask questions: How should I relate? How should I study? I think they would understand what I'm experiencing more.

**Rauch:** We need to encourage ethnic and cultural diversity in the teaching. Students are asking questions which we faculty should have been asking ourselves: Why have university departments not included *black* literature? Why are the Americanists not teaching this? There needs to be a black scholarly presence on campus, at least visiting scholars if nothing else. It's easy to see the football players, the Michael

Jacksons and Bill Cosbys, because they're visible—but what about scholars? Frequently here the total school experience is hampered by not having many different perspectives.

**Zoidis:** I would be interested in taking a class in Afro-American studies because you get such a tiny exposure in English and history to black writers. To really see their America is eye-opening. We so casually talk about prejudice and discrimination, but how can we as whites really understand? If we understand one minority, we can begin to understand others. We have a lot to learn from them. That's what a liberal education should be: exposure to many different perspectives.

**Caine:** I would like to see white people take black literature because it would be very interesting. It would be informative for them to learn about a lot of important events that blacks feel strongly about. It might put them in a position in which they would have to wear our shoes.

**President Lick:** Less than 1% of the Maine population is black. One reason for this is that there are no major metropolitan areas in Maine. Since the state has been so overwhelmingly white, the environment has been doubly uncomfortable for blacks. You tend to go where you feel comfortable, where there are people like yourself. At the University of Maine we are going to do a lot of things to make sure that the environment we provide is comfortable for everyone. We need to do some friendship building.

**Zoidis:** College students want to be independent, but the adjustment is compounded for black students by having to deal with all this. You can't blame them for playing it safe, for going somewhere with more people like them.

It's a vicious circle: blacks don't come to UM because the ratio is too small, and they feel overwhelmed or uncomfortable.

**Rauch:** It isn't really acceptable in 1987 that students in Maine should live in isolation from the rest of the world. Why aren't there more blacks here? Maine wasn't on the underground railway, for one thing. It's an historical accident that there are so few. People say blacks don't like the cold, but it's not nearly so cold here as Rochester, New York, or Minnesota, and there are legions of blacks there. The weather myth is untenable. And to say there's nothing culturally here for them is a cop-out. Black American students are not from Mars; cultural assumptions about them are not fair.

**Chappelle:** We certainly haven't done anything to encourage minority admissions in the past six years. I have not even had to document that I am seeking minority applications for staff positions, as I had to do in the past.

**John Winkin, Head Baseball Coach:**

In the areas that we concentrate our recruiting there aren't many black athletes that are eligible. I can't remember seeing one from New Hampshire or Massachusetts, and especially from Maine. There was one outstanding student/athlete in New Bedford, and he was professionally signed.

We don't happen to see many black athletes who are Division I players and who have taken the right subjects—what it amounts to is that when we are interested in a black athlete he often gets recruited by the pros or goes to a larger school.

**Dorsey:** I have a hard time understanding how in three states there aren't any black baseball players who are qualified academically and as baseball players. That statement just doesn't seem right to me.

**Bradley:** Something is definitely wrong if blacks within your own state aren't looking at the state-supported school. Either there's been no effort made on the part of the university, or blacks don't want what the university has to offer, and I find that hard to believe.

**Peter Hanson, Guidance Counselor; Brunswick High School:**

In the five years I've been here, I don't recall any specific attempt or inquiry from the UM Admissions Office about black students. I think that they could be doing more. Certainly there are ways to include them as another group to attract to the university, like engineering students, for example. UM could ask guidance counselors about qualified black students. I definitely think that a special effort needs to be made by the university. If there's no



direct contact initiated, that's a shortcoming on their part.

**Bradley:** It seems to me that they're not even trying to attract black students to the university. Inner city blacks are looking for a change. Most of them have had it hard, and want an easier life. They would love it here! It's a beautiful place. I think black kids want to get away from the cities, the drugs. In this rural area you don't have to worry about little things. I've been robbed—it's not a good feeling. It's nice to be somewhere where you don't have to worry about that.

**Ballard:** When I came up here for the first time to visit the campus, snow covered everything. I was wearing gray leather shoes and one of the coaches said, "I don't know how you're going to keep your shoes clean here." I had never seen so much snow in my life! But I figured I would get over that. It's a different experience, a different lifestyle up here; it's slower paced. I wanted to experience something new—see how the country boys live.

**Saunders:** It amazes me to see so much land without buildings on it—and no one owns it! Before I came here I couldn't imagine a place like this still exists.

**Banks:** It was really a joy to get off the plane in Bangor and see so many trees. I knew they really existed but it was such a joy to see them for myself, and to see deer and other animals.

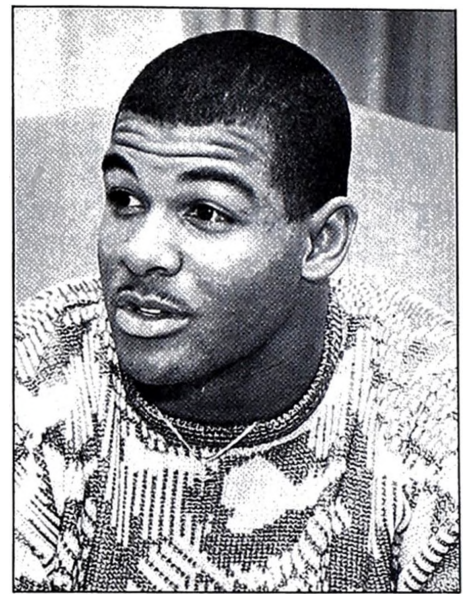
**Bradley:** I came here because it's different from where I'm from. It's a challenge and a change. Someone has to come and open the doors; someone's got to start it off. I'm the type of person who initiates things. I'm interested in politics, and I see Martin Luther King and Malcolm X as leaders who tried to initiate change. I feel that I'm naturally a leader, and I want to be a leader here.

**Dean:** When I was thinking of transferring from my college in 1984, the University of Maine was the poorest at communicating that I would be welcome. It was obvious from the brochures and everything that it was a lily-white institution; it seemed to say, "If you want to come, fine—if not, we really don't care." But my parents always taught me to be adventuresome, and I saw this as a challenge.

**Ballard:** The black students at the university now are extraordinarily confident. You have to be a strong person to choose to put yourself in such a minority. But American society as a whole is dominated by whites, so I guess this experience should help us. We live with them, work with them—I'm sure it will help me understand how white people think.

**"The black students at the university now are extraordinarily confident. You have to be a strong person to choose to put yourself in such a minority."**

*John Ballard*



**Lovett:** It's a great shock for these kids to come up here without many other blacks. The players on the team become very close—working together, sweating together—but I would imagine it's a lot harder for a non-athlete black student. These students in a lot of cases come from a totally different environment. With that said, it's to their benefit that they can survive here. For a black person to go out into the business world and get a job, he has to compete in this world. I think it's helpful for everyone.

**Saunders:** There's not a lot here for blacks. It's as if you're stepping into a time warp; we can't find hairdressers, we can't find make-up for our skin. Every time you talk to people you have to explain what you're saying. You have to have a very strong personality to survive.

I don't think that UM has done enough to make blacks feel comfortable.

**President Lick:** We must be sure to treat people as friends, to be responsive to their needs. We need to devote more time and energy to recruiting blacks, not just from New England but from all over the U.S., and even foreign countries. We want Maine to be perceived as a warm and friendly environment to come to. In order to do this, we are expanding our admissions office, adding a minority recruiter who will actively reach out to attract minority students.

**Lovett:** I think it would be outstanding to start a minority program here. Every black kid that comes in is put under the gun and under the microscope. There's more pressure for these kids to succeed in the classroom.

**Saunders:** Until the Afro-American group was founded, nothing was being done to attract blacks. I think we definitely influenced President Lick's feelings on this issue, and I think that we can bring a lot more students up here. It will be a slow change, but it will happen.

**Bradley:** We need to release tension that's evident on campus. Through making the Afro-American society known, holding dances and other events, we can increase understanding and help the university. Besides, if we as blacks don't reach out to other blacks on campus who feel less comfortable, we're not holding up our end.

**Dean:** I am seeing a lot of changes that are positive: a new black assistant basketball coach, a new athletic director who understands the minority situation, one black faculty member, and President Lick, from the south, is aware of black issues and needs.

The only thing I would ask of alumni is that they let the administration know that there is a strong need for change. Once I graduate from here, I want to see more minorities in administrative positions, as faculty, as students.

**Dorsey:** It will take a long time to increase numbers of minority students at UM. I won't reap the benefits during my time here, but hopefully five or ten years down the road we may get up to at least five percent. I know it's a slow process, but if it doesn't get started now, it'll never be reached.



# Teaching Teachers to Be Human Ecologists

Peter Corcoran '81G brings skills and perspectives he developed at Maine to his leadership role in environmental education in the state.



*By Anne Kozak*

**P**eter Corcoran (M.Ed. '81, Ed.D. '85) is an educator committed to serving Maine. He leads workshops for Maine teachers. He serves on the boards of organizations such as Maine Audubon Society, Maine Arts Commission, Chewonki Foundation, Maine Watch Institute, and the Maine Chapter of the Nature Conservancy. And most significantly, he serves on the faculty at the College of the Atlantic (COA) in Bar Harbor, where he has worked hard to develop the school's environmental education program as well as an alternative approach to teacher certification in Maine.

And a good part of Corcoran's strong concern for education in Maine was fostered during his time as a graduate student at the University of Maine.

"Growing up in Maine, the state university always had a certain allure," says Corcoran, who was born in Portland, grew up in Falmouth Foreside, and taught at and was principal of the Soule School in Freeport. Graduate studies at Maine enabled him to explore issues he became intrigued with while teaching. "In Maine's graduate program in science education, I had the opportunity to research and reflect upon educational issues that were raised by my teaching," says Corcoran. In this program he was also able to find ways to continue incorporating natural history and resources of Maine into his educational approach.

In the training of teachers and potential teachers, Corcoran holds a unique position. Both his students and colleagues value his efforts to create a learning



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“Peter makes a tremendous commitment to individuals and the way they learn. He encourages students to develop their own methodologies, not simply to adopt his.”

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environment in which the student is comfortable, challenged, and willing to take risks.

“Peter makes a tremendous commitment to individuals and to the ways they learn,” notes Carl Ketchum, professor of oceanography at College of the Atlantic and a member of the college’s teacher-education committee. “He encourages students to develop their own styles and methodologies, not simply to adopt his.” Maxine Greene, William F. Russell Professor of Education at Columbia and member of COA’s Teacher Education Advisory Panel, observes that Corcoran has a magical quality—one which inspires trusts in himself, in his students, and in the work they are doing.

This ability to energize students is one Corcoran had even as a graduate student. According to Robert Cobb, UM’s dean of the College of Education, students who took courses from Corcoran while he was a teaching assistant were always impressed with his knowledge of the subject matter, the rigor of his classes, and his ability to engage them in the learning process.

If Corcoran’s position in Maine education is unique, so is the place where he works. Among the factors that set College of the Atlantic apart are its small size (less than 200 students), its democratic governance system (everyone has some say in what goes on), and its single degree program in human ecology.

As part of that human ecology focus, students in Corcoran’s program learn more than just the techniques for teaching children about nature and the environment: they learn how to help young people develop what might be called an ecological view of the world—one which emphasizes the complexity, variety, and interrelatedness of life on Earth.

“One of my goals as a teacher of education is to prepare future teachers who will bring to the classroom not just a body of knowledge, but more importantly, an ability to relate ideas,” says Corcoran. “Because teacher education at COA trains prospective teachers to define, to understand the problems that must be solved in order for us to secure a

more livable future here on earth.”

In his classes, Corcoran encourages his students to question, to probe issues, and to express their opinions.

In a recent class where students were making final presentations and evaluating models of effective teaching, one student pointed out that the models in their text were analytical and logical, not geared to the arts. Corcoran pointed out the astuteness of this observation, and his remarks elicited comments from others: “The hardest part for me is thinking of them [models] as tools. I don’t feel that’s what teaching is about—taking out tools and chiseling away at kids,” “Real teaching is to get beyond these things [models].”

COA students practice what they learn in the local schools and according to Judy Cox, curriculum coordinator for Mount Desert Island, these students blend a broad-based liberal arts education with an understanding of educational theory and practice. Prior to graduation, the teacher-education committee of which Cox is a member reviews the student’s qualifications and accomplishments and determines whether to recommend that student for state certification.

“This model program is an asset not only to the college but also to the local schools,” said Cox. “Peter is really committed to having students see a variety of styles and he places students in a number of classrooms. Our classes benefit too, for the students bring new enthusiasm and Peter provides extensive support for the student and the participating teacher.”

Over the years, Jane Holloway, a third grade teacher at the Bar Harbor elementary school, has worked with a number of COA students. “Working with Peter and his students is just great. Regardless of what I’ve needed either in materials or resource persons, I’ve always gotten it. You just ask Peter and it’s taken care of.” Holloway enjoys having students come to observe and giving them the opportunity to teach. “Peter

sees that they are prepared and they’re receptive to criticism,” she noted.

Corcoran credits the University of Maine with bringing his education to life and giving him the impetus to seek out innovative ways of educating prospective teachers. Maine’s graduate program was flexible, rigorous, and very serious. “One thing I particularly valued and which influenced the direction of COA’s program,” Corcoran pointed out, “was the flexibility. I was able to study across several fields and I was able to continue to explore the world from many perspectives.”

Another important feature of Maine’s program—and one Corcoran attempts to practice himself—is mentoring. “Anyone involved in post-secondary education is engaged in a mentoring process,” noted Corcoran, “and for me at a critical stage of my education I had two mentors at Maine: Lloyd Barrow and John Butzow. Barrow invited me to collaborate with him and Butzow introduced me to the value of participating in professional activities on both a local and national level.

“Although the two teacher programs are different, both the University of Maine and College of the Atlantic are committed to bringing the strongest, brightest, most enthusiastic people into the teaching profession,” Corcoran said. One of his goals for the future is to build even stronger bonds between the two schools. “Maine is a tremendous resource for the college,” noted Corcoran. “We use their professional collection and information systems and the university awards graduate credit to teachers who participate in COA’s summer program in science education.”

By studying at UM, Corcoran was able to maintain and foster his interest in teaching, public affairs, and Maine environmental and conservation organizations. “Education must be integrated, for it’s an agency for social change,” said Corcoran. “Students at all levels should maintain an active involvement in the world.” And this active involvement is what Corcoran attempts to nurture in his students and colleagues.





# What Maine's High School Students Think of UM

There's still a bit of the "party school", "anybody can get in" image, but we found most students and guidance counselors now have a positive attitude toward their state university.

*By Jean Leach*

**A**re Maine high schools turning graduates away from the University of Maine? And just how do Maine high school students feel about the University of Maine? What high school students feel makes a difference to the University as these potential freshmen go about their decision-making process.

A strong urge to travel, expand horizons, and seek out new experiences is common at the age when high school ends. That explains many students' college choices outside their state. Young

men or women feel ready to put distance between themselves and their families, their towns and school friends. For some, the image of college includes the idea of being away, in a new place that won't include a lot of familiar faces.

Steve Haggan '66G, guidance counselor at Hampden Academy, the public high school in nearby Hampden, admits there can be a 'backyard problem' for his students when it comes to UM. The grass is always greener on the other side of the fence. "But I feel wonderful that

we have such a great institution in our backyard," Haggan says, "and Hampden Academy in recent years has been able to send many students to Orono."

Beyond that, there is an attitude problem at work here. New England is home to some of the most prestigious institutions in the world, and their existence has set the tone for a whole region's thinking toward its colleges and universities. While the Morrow Act of 1865 established the land-grant university system nationwide, Harvard, Bowdoin,



and Dartmouth, to name a few, already had been educating young men for almost a hundred years, or more. As UM Honors Program director and history professor Dr. William Baker notes, "This is a problem for the land-grant institutions in all of the New England states. We are latecomers, poor sisters in the educational realm. The other schools—the Ivies, 'little' Ivies, and what used to be the Seven Sisters—all preceded the state universities by centuries sometimes, and their endowments are the stuff of legend."

"No other region of the country has the salt-and-peppering of small, private colleges as does New England," says Bill Munsey '60, UM director of admissions. "These old, well-established schools have a long track record and generation after generation—legacies—end up attending the same college. The size of the universities of Ohio, Michigan, and California, for instance, is due to the fact that there were no local education options."

Generally, the quality of a program dictates the caliber and number of applicants. For example, the University of Maine has the best college-level programs available in the region for engineering, town management, and forestry, among other disciplines, and Baker's feeling is that this value makes a difference to the students.

"From our Summer Institute last year, where students attend the university pre-enrollment, the feeling we gathered was that whether they were from out-of-state or were in-state students, those planning to pursue engineering or other technical majors felt good about the University of Maine," Baker says. "The in-state students who would be concentrating on humanities or liberal arts did not feel good."

Ray Crowley '58, guidance counselor at Yarmouth junior-senior high school, confirms that attitude from his experience in helping college-bound students. "For students interested in the liberal arts, it's okay for them—they probably have the support of their parents—to be interested in the smaller, private schools than in the University of Maine. In our community, there is a tradition of attending these schools, represented by a small percentage, but it's there. For those interested in the sciences and other technical subjects, it's understood they will go to, or at least apply to UM."

A conflicting attitude also exists that the university is not for academically oriented students. A staff member at the Alumni Association relates the story of his high school junior daughter being addressed at the beginning of the school



Sue McDonough and Melissa Levesque, both freshmen living in Androscoggin Hall, recall the thinking that led them to attend the University of Maine.

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"I wanted to stay in Maine, and for me,  
bigger is better."

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year. 'You're not real academic achievers,' the teacher told his class, 'probably the college you'll end up attending will be the University of Maine.'

"I think it's really a problem with image," says Cliff Olsen, guidance counselor at Mount Desert Island high school. "There have been times in the past when we've had 'cliff-hangers' here, who until the very last minute didn't know if they were even going to graduate, and they get into the university. Students have treated UM as their last resort, because they knew they were going to get in. Lately, the business program at the university has improved, and the College of Education is going in a good direction. The publicity about the Maine Center for the Arts, and the success of hockey and women's basketball is helping to change the image somewhat, and also, it

seems to me that admissions standards are finally being enforced, after many years of laxity.

"Students are now getting the message that it takes some good high school records to get in," adds Olsen.

Joyce Henckler '67, associate director of admissions at the university, also has some thoughts on the perception of the University of Maine as an "easy" school to get into. "Maybe it's that UM has so many alternatives in the degree programs as part of our charge to educate the people of the state," Henckler says. "It isn't appropriate to compare two-year to four-year programs, and perhaps when one of these 'cliff-hangers' has been admitted to the university, it isn't the four-year engineering program to which he originally applied, but is in fact a University College associate degree program."



“... those planning to pursue engineering or other technical majors felt good about the University of Maine. The in-state students who would be concentrating on humanities or liberal arts did not.”

She makes the point that the news of Orono as a cultural center hasn't yet gotten out, so that when an applicant will be swayed by the “city” attractions of Portland, say, they don't understand that Orono can compete.

**W**hat about the students? How many high school juniors and seniors within the state of Maine are considering the university as they formulate their college plans? At the 1987 College Fair held this fall in the Memorial Fieldhouse, a random sampling of students revealed positive feelings more often than negative ones. The reason given most by those not considering applying to UM was that their interests (vocational programs, occupational therapy, interior design) were not covered in a major offered at Orono. “I'm pretty sure I'll be applying to Maine as my first choice,” said one student. “I'm attracted most by the cost and the quality of the business program, which will probably be my major.”

“I'll come for the cost and the math education program,” said another who planned on attending Maine. “I like it,” said a student from Sumner Memorial High School in Steuben, who hadn't solidified her plans.

One young woman out of the 15 students interviewed felt that UMaine was not competitive enough, so easy to get into that anyone could do it. A member of the National Honor Society at her high school, she is “looking for challenge and change, and I don't want to be in my freshman year at college with my [entire] senior class from high school.”

The fear of too much familiarity was expressed in conversation with prospective freshmen, who had no idea the university student body and its community of faculty and staff had a great chance of being larger than their home town. Often, the UM campus was imagined as an unsophisticated, antiquated place. Once prospective applicants visit, they are impressed with the size and com-

plexity of the campus.

“You might hear that ‘anyone can get in,’” says Ray Crowley. “And one of the correlations of ‘anyone’ getting into the university is that ‘everyone’ goes, and you won't get to know anyone new. When students bring that point up to me, I relate the story of my two sons attending UM at the same time, and both being in the College of Arts and Sciences. Without exaggerating, I explain that the two almost had to make appointments to see each other.”

Current students at the university were asked to reflect on their attitudes toward the university before they enrolled. A theory developed during research for this article that freshmen at the university, inclined to return home more often than other students, were bringing the image of Maine as a party school home to their friends still in high school.

Ellen Cowperthwaite '90, from Winthrop, is a member of the honors program at UM. She is a student advising assistant, part of the freshman advising program which is a requirement for freshmen in the College of Arts and Sciences. Ellen visited the campus as a high school junior as part of Maine Scholars Days. MSD is a three day program designed to attract “academically potent” students to the university, giving many of them their first real taste of college life.

“Even after going through the Maine Scholars Days, I still wasn't strongly attracted to the University of Maine,” she says. “I really thought I wanted to leave the state. And my mother had gone here, a good reason at the time to go in another direction. When we started being accepted places during our senior year, bright friends of mine were coming here, and when a close friend was accepted to Bowdoin, I took a hard look at the finances. I had a choice to make, and my goal of earning a good degree at graduation seemed achievable at UM.”

And Cowperthwaite challenges the image of Maine as a party school. “Party-ers are a discrete group that aren't going to make it in a challenging program, and I mean here or at another school.”

Sue McDonough '91 graduated last year from Deering High School in Portland, and feels her alumnus father really influenced her decision to attend the University of Maine. “My friend and I were really close in high school, and we were trying to stay together in college. She's at Boston College this year, and I'm happy I'm here. I'll stay here, and just go down and visit her in Boston.”

And as for not being able to study in her dorm because of partying students, McDonough says, “I could always go to the library if I had to because of noise. But we set our rules in the dorm, floor by floor.”

Brian Moody '89 was psyched from the beginning to attend UM from Stearns High School in Millinocket. “UM is the place to go from Stearns,” he says, echoing a sentiment offered by other northern and central Maine communities, that south is the direction to travel. “I had a very strong association with the University Singers, I had visited the campus, and I felt very familiar with it, and very positive.”

“I wanted to stay in Maine,” says Melissa Levesque, a freshman from Auburn, “and for me, bigger is better. My choice was between here and University of Maine-Farmington. I looked forward to coming to this campus to be a student after visiting it often with a friend during our senior year in high school.”

The University of Maine is a big school, and it attracts students from a wide area representing a diversity of lifestyles. Compared to other New England states, it appears to fare no differently in attracting in-state students than the other land-grant institutions; it cannot be said categorically that high schools discourage students from considering UM. Though some students may have a negative image of the university, in our research we found that most felt positive. The hard work by the admissions office and other departments on campus has resulted in an improvement in the perception of UM, which will help the university now, and in the future.



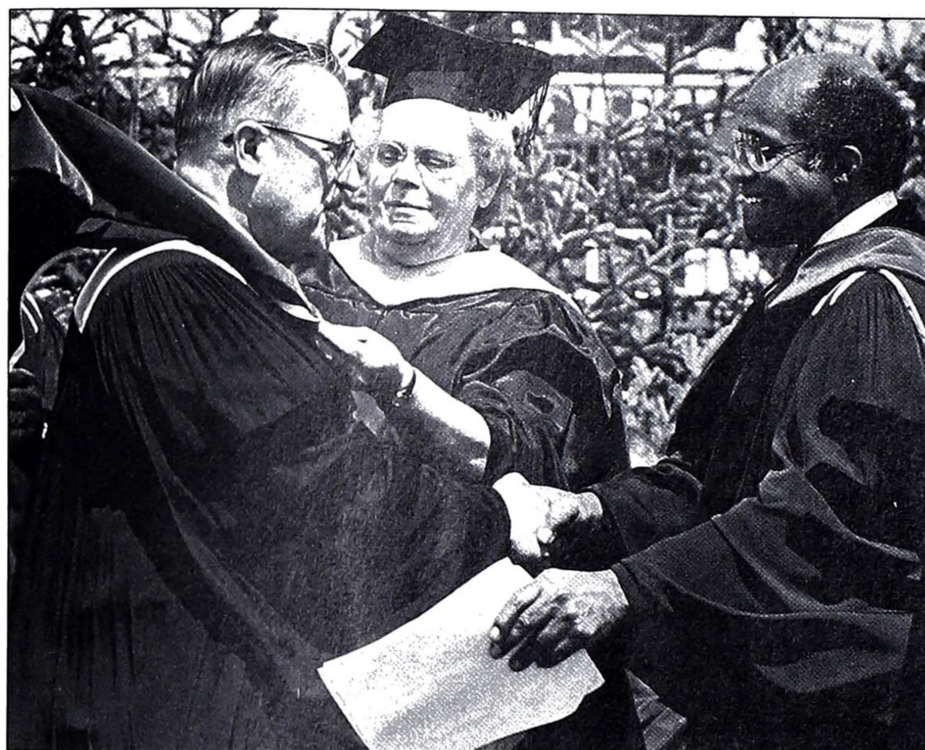
## Francis Brown '43 Honored by UM

Francis A. Brown '43 of Calais was awarded an honorary Doctor of Laws degree by the University of Maine at Commencement '87, upon his retirement from the UM System Board of Trustees.

Senior partner with Brown, Tibbetts, Churchill and Lacasse in Calais, Brown earned his undergraduate degree in chemical engineering from Maine and graduated from Boston University School of Law in 1950. He was on the Board of Trustees from December, 1973 to November, 1986.

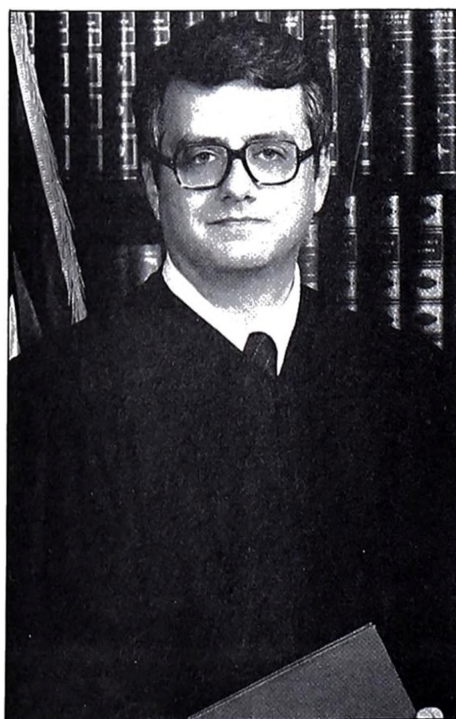
During his tenure on the Board, he served in a variety of capacities. He was the Board's chairman, its vice-chairman, and the head of every important committee. To quote from his citation, "In every assignment, he was a tireless advocate of the university in the councils of government, an outspoken defender of the political independence of the university and a vigorous champion of faculty and students.

"No Trustee ever had greater influence on colleagues, and none ever had a more agreeable gift of persuasion. We honor him not only for his smile and his stories, for his energy and determination, for his leadership and his courage, but most of all, for the love he has shown for this institution and those who work within it."



Francis Brown receiving his honorary degree with help from Geneva Kirk and Dr. Stanley Evans.

Technically oriented alumni will be pleased to see that engineers can be judges too. Van Antwerpen did not take a pre-law course at UMaine, but received a B.S. in Engineering Physics. After Maine he earned a J.D. from Temple Law School in 1967. The judge lives with his wife and three children in Easton, Pennsylvania.



Franklin S. Van Antwerpen '64

## Franklin Van Antwerpen '64 Becomes District Judge

Franklin S. Van Antwerpen '64 became United States District Judge for the Eastern District of Pennsylvania at a "swearing in" ceremony on December 21. Van Antwerpen was nominated by President Reagan to succeed Alfred L. Luongo.

Since 1979, Van Antwerpen has served on the Court of Common Pleas of Northampton County. Prior to his appointment to the court, he was solicitor of Palmer Township, 1971-1979; a partner and associate in the law firm of Hemstreet, Smith, and Van Antwerpen, 1971-1979; chief counsel for the Northampton County Legal Aid Society, 1970-1971; and a lawyer in the corporate law department of the Hazeltine Corporation, 1968-1970.

## Gary Thorne '70 Broadcasting for New Jersey Devils

The Sports Channel, a cable television network out of New York City, is the latest beneficiary of the golden tones and sports expertise of Gary Thorne '70.

Thorne is the play-by-play announcer, with color man former Boston Bruin Peter McNab, for the New Jersey Devils of the National Hockey League, who have 60 games for the 1987-88 season scheduled for broadcast. And it's no surprise for those familiar with Thorne's career that the Devils are having their best year ever, with a 15-8-3 record at press time.

Thorne is heading toward his fourth year as color commentator for the New York Mets—world champions in 1986—and of course, he is well-known to alumni and the university community for having broadcast the University of Maine hockey games from the beginning of the team's modern era in 1977 until this year when he took the job with the Devils.

"I love this job," said Thorne from the Meadowlands in New Jersey. "It's great fun. This is another young team, and it's the story of the NHL this year."



## "The Maine Baseball Mystique"

### *Black Bears Baseball: Orono to Omaha*

By Augie Favazza and Allen Lessels  
Gannett Books, 1987

Maybe it's the David and Goliath thing—little Maine going against the likes of Michigan, Miami, or U.C.L.A. Or maybe it's the incongruity of such a good baseball program being located in sub-arctic Orono—a place where spring begins just about the time the college baseball season ends. Whatever the reason, there is something special about University of Maine baseball. Something that brings fans out in down jackets and wool caps in 35 degree weather to cheer the team on. Something that sets high school ball-players throughout the state dreaming about going to a College World Series (CWS) in Omaha with one of John Winkin's teams.

A big part of that something, of course, is success. Maine now has a national reputation in baseball, brought about by the team's recent domination of the sport in the Northeast, and by six trips to the College World Series in the past 11 years.

The history of Black Bear baseball—the coaches, the players, the big wins, the heartbreaking losses—are all part of a new book, *Black Bears Baseball: Orono to Omaha* by Augie Favazza and Allen Lessels. Both Favazza and Lessels are experienced sports writers who spent a good many years covering UMaine sports for Gannett papers.

The authors start the story in 1964 when Maine earned its first trip to the CWS under the leadership of the late Jack Butterfield. The honor was a surprise for everyone, including most folks at the university. After all, Maine did not have one single baseball scholarship, and not a penny for recruiting. But behind the heroics of players like Joe Ferris (who won two games and became the World Series MVP despite playing with a broken wrist), John Gillette, Dick Dolloff, Vic Nelson, Dave Thompson, Dick Devarney, Stump Merrill, Larry Coughlin, Ron Lanza, Tommy Murphy, and others, Maine upset powerhouse teams from Southern California and Arizona State and became what one sports writer termed "college baseball's most amazing team."

Perhaps the finest chapters of the book are those on the two great Black Bear



The late Jack Butterfield '53, the baseball coach who led the Black Bears to their first College World Series appearance.

coaches, Jack Butterfield and John Winkin. We are exposed to a human side of these men and their families which adds to our understanding of them. We feel the disappointment of Butterfield's wife, Pat, over the university's lack of recognition for her husband's contributions. We also feel the sense of loss of Butterfield's former Maine players after the coach's tragic death in a car accident in 1979.

Particularly colorful and candid is the biography of Winkin. We learn that he was left motherless at 12, that his academician father scorned his son's love of sports, that in addition to baseball, the young Winkin was a fanatic fan of Big Band music, and that Winkin came very close to choosing a career in the navy rather than sports.

Favazza and Lessels also devote a chapter to the great 1976 World Series team, and also to the teams of the early 1980's when Maine reached a pinnacle with four consecutive trips to Omaha. Next are profiles of some of the great Maine players who turned professional, and also of the giant benefactors of the Black Bear baseball program: Larry Mahaney, Harold Alford, and Bill Palmer. Finally, the authors examine the exciting but frustrating 1986 season with a detailed and very candid account of the heartbreaking loss to Arizona State in the opening game of the College World Series.

In *Black Bears Baseball* the authors have captured the emotions, and personalities that make the game a source of pride for

the state. But the book is by no means a mere promotion piece for the team. The shortcomings of players and coaches are also exposed here, right along with the program's many assets. One of the best examples is coach Winkin's controversial decision to remove Scott Morse after the Maine ace had held the powerful Arizona State team to 1 run for 7 innings. What may surprise Maine fans are the comments of catcher Billy Reynolds and others who questioned Winkin's decision after the World Series. Reynolds did not even know Morse had been removed until he got behind the plate and saw reliever Marc Powers on the pitching mound.

"If I knew he (Winkin) was going to take him out, I would have argued," Reynolds is quoted as saying. "If I had any idea I would have said something. Why not let him at least start the eighth? If he gets them out, keep him going."

When Morse came out Arizona came alive and ended up beating Maine in dramatic fashion with a two-out home run in the bottom of the ninth.

The account of the 1986 Arizona game is a good example of the solid research and lucid style that marks this book. Black Bear fans will enjoy the detailed accounts of games, the complete statistical record in the back of the book, the numerous photographs, and above all the very human profiles of the folks who have created what George Hale refers to in his introduction as "Maine's Baseball Mystique."

Jim Frick



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